



Quality Counts:
Indiana Charter School Program Grant Application
2018-2019

Applicant Entity: Goodwill LEADS, Inc.

Contact Person for Grant: Cindy Cavanaugh	Title: Vice President, The Excel Centers
Total Grant Funds Requested: (Up to \$900,000): \$569,561	Total Project Period Months Requested (24-48 months): 48
Application to: Open Expand X Replicate	Expected Date School will Open, Expand, or Replicate: September 11, 2017
Charter Authorization Approval Date: Nov. 21, 2016 If not approved, please check Pending: <input type="checkbox"/> Indicate date on which charter application was submitted: September 9, 2016	Charter Application Renewal Date: Jan. 5, 2022
<p>Have you submitted a charter application for authorizer approval to more than one IN authorizer agency within the past three years?</p> <p>Yes: <input type="checkbox"/></p> <p>No: <input checked="" type="checkbox"/></p> <p>If YES, please list to which authorizing agencies the applicant has submitted a charter application. Please provide the date of application and indicate approval or denial status, as applicable:</p>	
Proposed Charter School Address: 3508 169th St., Hammond, IN 46323	
Applicant Address (if different than proposed address): 1805 W. Western Ave., South Bend, IN 46619	
Applicant Telephone: (574) 472-7300	Applicant Email: Info@ExcelCenterHS.org
Fiscal Contact	
Fiscal Manager: Ben Szumial	Title: Accountant
Telephone: (574) 472-7345	Email: BSzumial@Goodwill-NI.org

Charter School Board Contact Information

1. Board President: **Mary Pat Latowski**

2. Email: **mplatowski@gmail.com**

3. Board President Address:

**SYM Financial Corporation
130 S Main St #325
South Bend, IN 46601**

Authorizer Contact Information

1. Authorizing Agency: **Indiana Charter School Board**

2. Authorizing agency contact person:
James Betley

3. Authorizing agency contact telephone: **317-232-7584**

4. Authorizing agency contact email:
jbetley@icsb.in.gov

5. Authorizing agency address:

**143 West Market Street
Suite 300
Indianapolis, IN 46204**

20 U.S.C. § 5203(d)(3) requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant has notified them of application submission. Signature by the designated authorizer official indicates that the CSP grant application is supported by the proposed charter school authorizer.

If the applicant is currently in the process for authorizer approval, the signature below does not indicate that the prospective charter school's application to the authorizer will be granted.

Charter school applicants without an approved charter at the time of submission will not be able to access funds until the IDOE receives authorizer notification of an approved charter. Deviation from the timeline or the activities in the approved grant is grounds for forfeiture of the CSP funds.

James Betley

Authorizer Official Printed Name

Signature

Executive Director

Title

Date

02/31/18

Grade Levels to be Served		
Year (of Grant Implementation)	Grade Levels	Projected Student Enrollment
First Year 2018-2019	9-12	250
Second Year 2019-2020	9-12	300
Third Year 2020-2021	9-12	350
Fourth Year 2021-2022	9-12	350
Maximum	9-12	350
Student Demographics		
<i>indicate if actual or expected percentage of total student population</i>		
<div> <div>X</div> <div>Actual</div> <div>Expected</div> </div>		
Free/Reduced Price Lunch: 51%	Special Education: 7%	English Learners: 5%
Black: 30%	Native Hawaiian or Other Pacific Islander: 0%	Hispanic: 30%
American Indian: 0%	Multiracial: 5%	Asian: 0%
White: 35%	Male: 32%	Female: 68%
Grant Requirements		

Expanding and Replicating Schools High Quality Determination

☐ The applicant confirms that they are an expanding school applicant as evidenced by a 50% or more increase in student population, or the addition of one or more grade levels in the school. (If not applicable, leave blank).

☒ The applicant confirms that they are replicating a high quality school model, as evidence the school whose model they replicating having an Accountability grade of A or B. (If not applicable, leave blank).

As an Expanding or Replicating School applicant, an Accountability grade of A or B can be confirmed:

☒

N/A: ☐

No Significant Issues as demonstrated by no open corrective action plans with the IDOE in the following areas:

School Safety: ☒

School Finance: ☒

Operational Management: ☒

Statutory or Regulatory Compliance: ☒

English Learners: ☒

N/A: ☐

By checking the box the expanding or replicating applicant confirms they are meeting subgroup needs: ☒

Compliance with this standard demonstrated by the school not being considered under targeted support & improvement as defined by Indiana's ESSA plan. ☒

N/A: ☐

By checking the box, as a developer of a new, high quality charter school I confirm that the school has opened within the past three years (Fall 2015) or submitted a charter application and plans to open within 18 months. ☐

N/A: ☒

If the applicant is applying for one of the competitive priorities, the applicant confirms that they meet the requirements listed in the instructions for:

Early Childhood Program: ☐

Post-Secondary Program: ☒

Rural Locale: ☐

N/A: ☐

Funding Requested		
	Month/Year to Month/Year	Funding Requested by Year
Planning (if applicable, prior to opening)	to * *Max 18 months	* *Max \$300,000 for planning year
Year 1 Implementation	to	
Year 2 Implementation	9/11/2018 to 9/10/2019	\$242,866
Year 3 Implementation (if applicable)	9/11/2019 to 9/10/2020	\$108,895
Year 4 Implementation (if applicable)	9/11/20 to 9/10/21* *May not extend beyond 9/30/22	\$108,895
Year 5 (if applicable, do not utilize this row if utilizing the planning period)	9/11/21 to 9/10/22* *May not extend beyond 9/30/22	\$108,895
Total (max 5 years, planning + implementation)		\$569,551* Max \$900,000

Charter School Program Areas Contacts	
Students with Disabilities:	Contact Name: Susan Balchak Email: sbalchak@excelcenterhs.org Phone Number: 219-844-1911
English Learners (including Title III):	Contact Name: Susan Balchak Email: sbalchak@excelcenterhs.org Phone Number: 219-844-1911
Title I, Part A:	Contact Name: Email: Phone Number:
Title II, Part A:	Contact Name: Email: Phone Number:

Management Organization Information

Will the school work with a charter or educational management organization?

☒ Yes

☐ No

If no, skip to the next page.

If yes, name the management organization: **Goodwill Education Initiatives, Inc.**

Employer Identification Number (EIN): **11-7703702**

Is the management organization:

☐ For Profit

☒ Not for Profit

Employees of the school will be: ☒ Employed by the school

☐ Employed by the management organization

Note about management organizations:

Charter School Program (CSP) grants are made to charter schools, not any other entity. Regardless of the charter school's relationship with a management organization, the charter school and board retain responsibility for the all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization.

Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.

If applicable, the full contract or agreement with the charter management organization (CMO) or educational management organization (EMO) must be included with this application to ensure it meets the definition of arm's length requirements. In order to be considered eligible, the school must demonstrate that the CMO or EMO has no involvement with the administration of the subgrant. The following factors will be considered:

- a) Whether the charter school's governing board is selected by, or includes members who are employees of the CMO or EMO;
- b) Whether the charter school has an independent attorney, accountant, and audit firm that works for the charter school and not for the CMO or EMO;
- c) Whether the contract between the charter school and the CMO or EMO was negotiated at "arms-length," clearly describes each party's rights and responsibilities, and specifics reasonable and feasible terms under which either party may terminate the contract (e.g., the charter does not lose the right to use the facilities)
- d) Whether the fee paid by the charter school to the CMO or EMO is reasonable for the type of management services provided; and
- e) Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated.

As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal [CSP Nonregulatory Guidance](#).

Narrative

CPP1: Overview of Postsecondary Model

As part of the graduation requirements, all Excel Center students must complete postsecondary work- either earning college credits or progressing toward an industry recognized credential.

Dual credits are offered in partnership with Ivy Tech Community College, offered primarily in college-level language & composition, and mathematics. Internal post-secondary options with Northern Indiana Excel Centers have included Certified Business Professional and Certified Production Technician. As Excel Center staff receive certification training, they will be eligible to teach and proctor testing in digital skills certifications, as well as other industry-recognized credentials.

The outcomes from providing adult high school students with increased opportunities to gain a post-secondary education while still enrolled in high school will give them increased skills as they continue in their college career or pursue employment at higher levels of wages.

1. Early Childhood
 X Postsecondary
 Rural Areas

1. Vision of the The Excel Center-

The Excel Center- Hammond, will use CSP implementation funds to meet its goals, which include:

- The school will have at least a 70% graduation rate (as measured by ISBOE approved modified, non-cohort-based graduation rate¹).
- At least 90% of all graduates will have passed all mandatory state assessments, graduating without a waiver.
- At least 80% of graduates will graduate having either earned 3 college credits or an industrial certification.

1a) Vision of the The Excel Centers. The mission of Goodwill LEADS, Inc. (GLI), dba The Excel Centers of Northern Indiana, is to provide adults the opportunity and support to earn a high school diploma and pursue post-secondary education while developing career paths that offer greater employment and career growth opportunities. Excel Centers “meet students where they are” in their education by providing a flexible structure and supportive relationships to help students manage work, life, and family concerns as they achieve their educational goals.

The vision of GLI is to provide education, support, and career potential for adult high school students. Thousands of individuals drop out of high school each year, crippling their career potential as employers seek workers with higher skills and specialization. As part of a commitment to enhance career potential and access to high-growth jobs for high school dropouts, GLI provides adult high school students in northern Indiana with accelerated learning, opportunities for post-secondary education, and individualized career planning.

1b) Community Need for The Excel Center in Hammond, and Communication Plan. Some of the high schools in Lake County that struggle with the lowest graduation rates are East Chicago Central (59.6%), Morton Senior (73.7%), George Rogers Clark (74.1%), Donald E. Gavit (79.8%), and Whiting (80.8%). These schools are located an average of 6 miles from the Hammond Excel Center, and represent 340 students who left high school in 2017 without a diploma. In these three cities (East Chicago, Hammond, Whiting), over 18,000 adults (49,600 in the county) do not have a high school diploma.

These are also areas of high poverty (35.3% East Chicago, 23.4% Hammond, 18% Whiting); high unemployment (16.2%, 11.2%, 6.2% respectively); and high violent crime (407.6, 390.2, 306.1 per 100,000, respectively).

According to a 2006 report by Civic Enterprises, as adults, 76% of dropouts would enroll in an adult high school if they could; 47% say that not having a diploma makes it hard to find a good job. The report goes on to state that the “dropout epidemic in the United States

¹ Calculated by taking the number of graduates in a single school year divided by the school’s average ADM count for the year, multiplied times four years of traditional high school.

disproportionately affects young people who are low-income, minority, urban, single-parent children attending large, public high schools in the inner city. Dropouts are much more likely than their peers who graduate to be unemployed, living in poverty, receiving public assistance, in prison, on death row, unhealthy, divorced, and ultimately single parents with children who drop out from high school themselves.”

Community Engagement Communication Plan. The School Director and staff will be responsible for student recruitment for the school, assisted by marketing and public relations staff of Goodwill Industries of Michiana. Staff engage in multiple outreach activities to build awareness of the Excel Center and grow community relationships. In the past year, staff participated in Fourth of July parades, Geminus health fairs, Back to School Fests, a Latino Resource fair, and partnered with the Food Bank for a Mobile Marketplace.

Media coverage of the Excel Center surrounding ribbon cutting and open house events covered the school model, the Kids Excel preschool program, and the first graduation ceremony. Staff also utilize social media to disseminate information regarding enrollment dates, communicate to students, and promote events.

1c) Curriculum framework and instructional practices. The Excel Center curriculum is rigorous and aligned with Indiana College & Career Readiness Standards. It is designed to meet students where they are, based on transcripts and basic skills assessments. Remedial classes count as elective credits, and advanced classes count as dual credit, with college credit provided by Ivy Tech. Some classes are co-curricular, allowing students to earn a Language Arts and Social Studies credit in one class, for example, by incorporating writing standards into a history class.

Instructional Strategies. Instructional strategies are customized for the students in each class. They are continuously evaluated and updated for effectiveness. Teachers are currently being trained in Google apps, with the goal of each student having a Google Chromebook to use for classwork. Software programs allow for a combination of remedial skills building, high school credit recovery, as well as standardized testing.

The instructional foundation of The Excel Center is based upon significant evidence that its model meets the educational needs of adults, including support for life factors such as child care and transportation. The following recommendations for adult education, made by Complete College America in 2011, have been incorporated into the Excel model.

- Use block schedules with fixed and predictable classroom meeting times
- Allow students to proceed at a faster pace, with shorter academic terms, less time off between terms, and year-round scheduling
- Simplify the registration process
- Form peer support and learning networks
- Embed remediation into the regular educational design, so that students don't waste time

before they start earning credits

The Excel Center purposefully introduces students to high growth, high demand fields where the prospects of career development and stable employment are significant. In order to prepare students for self-sufficiency, they are expected to earn either college credit or progress toward an industry-recognized certification as part of their graduation requirements.

Finally, adult learners benefit from strong relationships with peers and staff; these relationships provide consistent support for student education, strengthen motivation to achieve goals, and build resiliency to overcome obstacles that might impede progress. Life coaches guide students in setting personal, academic, and professional goals, keep them accountable to their goals, and support them in their journey.

1d) Strategies to Support All Students. The Excel Center provides a unique educational opportunity to a segment of the population with few options to progress toward academic, career, and economic goals without a high school diploma. The model provides adult students with the supports and flexibility needed overcome the various challenges to their continued education. It is a hands-on approach that acknowledges the needs of the whole student through wraparound supports.

Each student has a unique educational plan, crafted to fit his or her specific needs. This includes students with disabilities or English as a second language. Individualized services are identified based on the needs of each student, and an IEP or Section 504 plan is created as appropriate. Examples include small group instruction, extended time for instruction or tests, and a reduced school day schedule, among other options. Bilingual staff will assist students to navigate classes and increase communication with all staff.

Although the Excel Center serves adults, the program is not watered down or merely preparation for an HSE. The curriculum is rigorous, leading to an Indiana Core 40 diploma, but flexible enough to accommodate the educational and support needs of adult students.

1e) 21st Century Skills. These skills: collaboration, knowledge construction, skilled communication, global awareness, self-regulation, real-world problem-solving, and technology are developed within small classes (10-15 students) where discussion, critical thinking, and problem solving are encouraged. Students develop these skills through class assignments, projects, and helping one another succeed through tutoring, carpooling, and accountability. This type of education model, similar to a community college, prepares them for the transition to postsecondary education and workplace environments.

Opportunities to pursue industry credentials in manufacturing, health care, retail, business, and culinary skills, among other IDOE approved occupational training are available and encouraged to prepare for today's workplace. Students are required to begin their post-secondary education prior to high school graduation.

1f) Sustainability. The Excel Center's construction projects are financed through its parent organization, Goodwill Industries of Michiana, a \$30 million nonprofit organization. GIM provides a solid financial backing.

Funding opportunities for the Excel Center- Hammond are expected to increase as more graduates complete the program, demonstrating the effectiveness of the program in this geographic area. Corporate and community partners with an interest in education have funded various programs and projects in South Bend, an Excel Center with 3 years' experience.

2. Expertise of Goodwill LEADS, Inc. Goodwill LEADS was formed in 2014 to establish and run adult charter high schools in northern Indiana, as a subsidiary of Goodwill Industries of Michiana. The nonprofit has contracted with Goodwill Educational Initiatives, the founder of The Excel Center model, to share curriculum and instructional strategies. Board members come from post-secondary education, business, legal, and faith communities in both St. Joseph and Lake Counties. The Excel Center- South Bend was opened in Fall 2015, and The Excel Center- Hammond was opened in 2017.

2a) Key Personnel:

Debie Coble, President and CEO of Goodwill Industries of Michiana, has her Master's degree in Public Community Services Management and initiated the original charter application for The Excel Center- South Bend in 2014. She is an ex-officio member of the GLI Board and has experience in finances, performance management, community engagement, facilities management, and legal compliance.

Cindy Cavanaugh, Vice President of the Excel Centers, was the first school director for The Excel Center- Hammond. She has Master's degrees in Educational Administration & Supervision, and Curriculum & Instruction. She has 11 years' experience in secondary education and is a certified school administrator.

Ben Szumial, Accountant for LEADS, has his MBA and is a certified internal auditor. He has experience in finance, auditing, and previously worked in University of Notre Dame's Office of Research, providing grant management and ensuring fiscal compliance for award recipients. He has been responsible for all accounting functions for Excel Centers in South Bend and Hammond and will continue to provide fiscal management for the Gary Center and any future schools.

David Plesac, School Director, has his Master's in Educational Administration, and was previously the adult education director at nearby Neighbors' New Vistas High School in Portage. He has experience with ESL and Technical Certification programs. He has 10 years' experience in secondary schools, with 3 years in administration.

2b) Data and Analysis. The Excel Center Hammond is replicating The Excel Center South Bend. According to the Annual Performance Report, TECSB had an enrollment of 360, and 65

graduates during the 2016-2017 school year (72% modified rate). There have been no significant issues in operational management (student safety, school finance, or statutory/regulatory compliance).

3. Excel Center- Goals

3a) The following specific, measurable goals address the academic outcomes of all students:

- The school will have at least a 70% graduation rate (as measured by ISBOE approved modified, non-cohort-based graduation rate).
- At least 90% of all graduates will have passed all mandatory state assessments, graduating without a waiver.
- At least 80% of graduates will graduate having either earned 3 college credits or an industrial certification.

Measurement methods. Student achievement data will be tracked to ensure progress toward these goals and individual student goals. Enrollment, high school credits, college credits, progress toward credentials, and graduations will continue to be recorded to track student and school achievement.

3b) Staff will receive information regarding school goals and contribute to ongoing strategies at the first of the school year and on an ongoing basis. Students will receive information regarding student expectations and aspirations at the time of enrollment. The school will use its communication plan, including press releases, public service announcements, and community activities to ensure the community is aware of the Excel Center's goals.

4. Use of CSP Funding

4a) Second year implementation grants will fund classroom furniture and basic technology needs for staff and students, including computers, smart boards, and tablets. It will also fund educational software and STEM classroom supplies. Accounting, payroll, and administrative software is included. A digital sign for community communication will be purchased. Staff training and professional development will also occur at this time.

Implementation years 3 through 5 will fund educational and administrative software and student recruitment/ community communication avenues. These will be incorporated into the operating budget at the end of the grant period, after the school is up and running.

See also Budget Worksheet.

4b). GIM provides a solid financial backing, and funding opportunities for the Excel Center-Hammond are expected to increase as more graduates complete the program, demonstrating the effectiveness of the program in this geographic area. Corporate and community partners with an interest in education have funded various programs and projects in South Bend, an Excel Center

with 3 years' experience.

4c) See Budget Worksheet.

5. Excel- Governance Plan and Administrative Relationships

5a) Governance structure. The Goodwill LEADS Board oversees the governance of The Excel Centers of Northern Indiana. The Goodwill Industries of Michiana Board oversees the Goodwill LEADS Board and has a liaison that sits on both Boards. The GIM President/ CEO is also an ex-officio member of the LEADS Board.

Goodwill LEADS contracts with Goodwill Educational Initiatives as an Educational Management Organization. They were chosen as the founder of The Excel Center model to advise regarding the planning and implementation of all Excel Centers in Northern Indiana.

5b) Individual Center organization. School leaders are empowered to make daily decisions. They are supported by the Lead Teacher and Lead Life Coach in planning and strategy. Staff meetings are held on a regular basis to evaluate school progress, mitigate any student challenges, and discover opportunities to collaborate to meet educational, instructional, and professional goals. School leaders report to the Vice President of the Excel Centers, who reports to the President/ CEO of Goodwill.

5c) Board member selection. Board members are selected to represent a variety of education, business, and community organizations from a broad geographic area. At least one member is also on the Goodwill Board.

5d) Governance training. Continued governance training for Board members will include:

- School Governance in General
- Vision, Mission and Values Fidelity
- Fiduciary Duty, Budget and Finance
- Setting Academic and Financial Goals
- Evaluation of School and School Leader Performance
- Fund Raising and Community Engagement

5e) Conflict of interest. The LEADS Board, Vice President of Excel Centers, Indiana Charter School Board, and Goodwill Educational Initiatives have no known apparent or real conflict of interest.

5f) Data submission. Just as the Excel Centers report data to the State regarding enrollment numbers and credit attainment, it will ensure timely and accurate data submission for State and federal reporting requirements.

6. Student Recruitment and Admissions Process. The Excel Center recruits through a number of community channels.

6a) Excel Center recruitment plan. Ongoing communication and student recruitment activities are part of The Excel Center director and staff responsibilities. They visit local agencies, attend community events, and make personal phone calls to past, current, and prospective students. The school also hosts Open House events at least annually for community members to obtain information about and enroll. Potential students can apply online within 10 minutes, and call or visit the Center to tour and speak with a staff member.

Social media will also be used to communicate with current and prospective students, as well as keep the community updated on recent accomplishments and future events.

Compliance with Indiana Code 20-24-5. Excel Centers are open to any adult Indiana resident., as approved by the ICSB, with the exception of convicted sex offenders. Any student who applies, and submits the required identification and transcription forms, may be admitted to the school and invited to enroll.

6b) Public lottery process. If the number of applicants exceeds the number of spaces available, a random lottery will be held to provide students with a fair and equal opportunity to enroll in the school. The lottery would be held at The Excel Center Hammond and open to the public. It would be monitored by a non-biased third party and a representative of the Indiana State Charter Board would be invited to attend. The lottery would include all students who have completed and submitted all necessary enrollment forms. These students would be assigned a number, and then numbers would be drawn at random to identify which students would be initially enrolled in the school. Once all available spaces have been filled, numbers would continue to be drawn to determine the order in which students are placed on a waitlist. No students would be exempted from or weighted in the lottery.

After the lottery is complete, prospective students may still apply but will continue to be placed on the waitlist in the order that their completed enrollment information is received. If students complete and return the enrollment paperwork without a transcript or record of previous classes, they are still placed on the waitlist in the order that their packet was received. Once a spot becomes available, waitlisted students are scheduled to the next available student orientation which takes place every 8 weeks. During orientation, students finalize registration and entry to the school. The lottery date for 2019, if needed, will be held eight weeks prior to the first day of classes, which would also be the due date for applications to be submitted.

7. Needs of Educationally Disadvantaged Students

7a) Compliance to deliver services. The Excel Center's unique curricular format provides ample support for special student populations, including students with identified disabilities under the Individuals with Disabilities Education Act (IDEA), students with Section 504 plans under the Americans with Disabilities Act (ADA), ELL students, low-income students, homeless, neglected, delinquent students, intellectually gifted students, and at-risk students performing well below grade level.

Students receiving special education services will spend a majority of their instructional day participating in fixed-length classes alongside the general student population. The remainder of the day they may utilize supplementary services as indicated in their IEP or Section 504 plan. Based on student need, individualized, one-on-one instruction may also be provided. The instructor-to-student ratio allows for every student (regardless of special education status) to enjoy an increased level of attention from his or her instructor and coach. This allows for placement of every special education student into the least restrictive environment.

Since students have flexible calendars based upon their unique situations, it is common to adjust plans to accommodate students with identified disabilities, and those with complicated family or work schedules. Staff members will work with students to establish what academic schedules are appropriate for unique needs. Some students are able to attend one classroom session and then spend the rest of the day in General Skills or English Learning where they work with other students and facilitators. Other students are eligible to participate in online-directed course content, where they can work at their own pace, again with the support of facilitators as needed.

7b) Specific Personnel. The Director of Special Education advises all Excel Centers regarding special education instruction. She is a certified Special Education instructor.

8. Community Outreach Activities

8a) Community involvement. While community members are not involved in planning and designing the school, adult students have formed student councils to address student concerns and plan special events.

8b) Community outreach activities. Staff have been heavily involved in community activities from parades to health expos to food bank events. The Vice President of Excel Centers has been active in several community groups, and has hosted an open house and several tours of the school.

The Excel Center is promoted as a tuition-free, public charter school, designed for adults requiring additional credits to earn a high school diploma. Enrollment is available to any student who would like to continue his or her education, and the student body is comprised of students from ages 17 to 72. Word of mouth by students and their family members is the most effective form of community outreach.

9. Fiscal Management Plan

9a) Expenditures and records. The School Director has day-to-day authority for managing the expenditures of the Excel Center. Major or district-wide purchases are approved by the Vice President of the Excel Centers.

A designated accountant oversees all LEADS revenue and expenditures, including processing of

accounting documents, records management, grant management, management of payroll data, reconciliation of bank account, preparation of financial reports, management of the annual audit process, and the preparation of the annual budget (with administrative input).

The GLI Board will meet quarterly to manage operations. It will receive financial reports and will make governance recommendations and decisions based on the then-current financial condition.

9b) Grant management. This grant budget will be created and managed by the designated accountant, with input by the Vice President of Excel. Items will be purchased and tracked through check requests, receipts, and credit card statements. Charter school leaders are responsible for all aspects of grant management; the EMO has no authority for this grant.

9c) State and federal funds. Funds provided through the State based on the ADM will support the effective operation of the Excel Center- Hammond, paying for staff and other related costs to encourage the highest level of student achievement. The Excel Center will pursue all available grant funding opportunities from state and private sources for additional expenses, such as child care and transportation. The Excel Center's annual budget process involves a thorough review of the funding sources available and the limits the ongoing, operational expenses so as not to exceed available resources.

10. Facilities

The safety and security of students, staff, the facility, and all school property are a top priority for Excel Centers, and school leadership will take every step necessary to ensure that students and staff are prepared for any foreseen or unforeseen emergency, disaster, or threat. The Emergency Response Procedure Handbook outlines the school's plans and procedures in the event of any emergency situation requiring a school lockdown or evacuation. As required by law, each Center will participate in mandatory fire, tornado, and lockdown drills. A copy of The Excel Center's Emergency Response Procedure Handbook is provided to all staff and available at any time upon request. Each school has a security officer who monitors the entrance and scans active security camera feeds located throughout the school.

10a) Facility plan. The typical Excel facility, modified to meet building specifications, includes 15 classrooms, a computer lab, a drop-in child care, a student lounge, 3 large group meeting rooms, and 8 offices. Handicapped parking is available, and everything is located on the ground floor.

10b) Transportation needs. The Excel Centers do not provide transportation for students, due to the extended hours of operation and schedules that vary widely student-to-student, based on their unique abilities and/or family and work obligations. The school will use several options for student transportation:

Biking/ Walking. The Excel Center is within walking or biking of many student's homes and work locations.

Public Transportation. The school will be located on or near to at least one bus line. For students with income limitations (less than 185% of federal poverty guidelines), bus passes will be provided as needed.

Private Vehicles. As adults, many students will either own cars or have access to them and will be able to transport themselves to and from school. The close-knit student community also lends itself to carpool arrangements.

The Excel Center does not have extracurricular events or field trips that require transportation, although college visits are encouraged. The special education coordinator will ensure transportation is adequate and note any supports in the IEP or Section 504 plan.

Assurances

Each participating subgrant recipient does hereby agree to comply with the following assurances (please check each box by clicking inside the box).

- ☒ 1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.
- ☒ 2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have submitted an application to a charter school authorizer and plan to open with 18 months.
- ☒ 3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the Indiana Department of Education, annual, independent audits required by the state board of accounts that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.
- ☒ 4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Indiana laws and administrative rules regarding staff certification and licensure.
- ☒ 5. Subgrant recipients will comply with all federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and Uniform Grants Guidance (2 CFR § 200). This section requires each charter school to recruit, enroll, retain, and meet the needs of all enrolled students, including children with disabilities and English learners.
- ☒ 6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to Charter Schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.
- ☒ 7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the [ESEA, specifically section 4303, which begins on page 246](#), in the hyperlinked document.

☒ 8. Subgrant recipients ensure that the Charter School will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

☒ 9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to the IDOE in order to display on its public database.

☒ 10. It is the responsibility of each Charter School that receives funds under this grant to comply with all required federal assurances. Any Charter School that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with the Indiana Department of Education in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to the Indiana Department of Education. The IDOE may terminate a grant award upon thirty days' notice if it is deemed by the Indiana Department of Education that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

☒ 11. The applicant agrees that in order to receive funds from the FY 2018 CSP funds, they must have an approved charter granted to them by an authorizing body by the time of the anticipated beginning of the Planning Period or Year 1 listed in the grant.

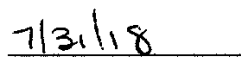
☒ 12. I hereby certify the plans for safe school and emergency preparedness for the school corporation have been reviewed and revised if necessary as required by Title 511 IAC 6.1-2-2.5 of the State Board of Education rules. I certify that the school leader has submitted evidence to the state via <https://www.doe.in.gov/safety/safe-schools-and-emergency-preparedness-planning-certification-form> to indicate that such a plan is in place. Plan has been included as an appendix in the application.

For more information about developing a Safety Plan, please contact the School Building Safety and Security Department at the IDOE, David Woodward, Director, dwoodwar@doe.in.gov, Ryan Stewart, School Safety Academy Specialist, rstewart@doe.in.gov, Deborah Swain-Bayless, School Safety Specialist, dsbayless@doe.in.gov.

I have read the above and agree to all terms and assurances.

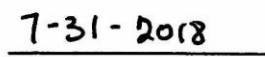


Signature of Project Contact



Date Signed


Signature of Board President


Date Signed

Required Appendices	
A) Charter Application to Authorizer (New, Replication) or Amendment to Existing Charter (Expansion)	Attached: <input checked="" type="checkbox"/>
B) Budget worksheet (use required form)	Attached: <input checked="" type="checkbox"/>
C) 2016-2017 Expanded Annual Performance Report (if applicable) or most recent <i>Found at compass.doe.in.gov > Accountability > Annual Performance Report</i>	Attached: <input checked="" type="checkbox"/> N/A: <input type="checkbox"/>
D) Proof of non-profit status of the governing board of the charter school or proof that the application for such status has been made	Attached: <input checked="" type="checkbox"/>
E) Enrollment or student admissions policy	Attached: <input checked="" type="checkbox"/>
F) Agreement or contract between the charter school governing body and the management organization (if applicable)	Attached: <input checked="" type="checkbox"/> N/A: <input type="checkbox"/>
G) School's discipline policy. Statute requires discipline policies that promote retention and reduce the overuse of discipline practices that remove students from the classroom	Attached: <input type="checkbox"/> N/A*: <input checked="" type="checkbox"/> *As an adult high school, typical policies do not apply. Discipline information is included in safety plan.
H. School Safety Plan: Schools must attach their school safety plan and evidence that it was submitted to the State Board of Education.	Attached: <input checked="" type="checkbox"/>

The Excel Center Application



**A charter proposal by:
Goodwill LEADS, Inc.**



Sponsored by:
Goodwill Industries of Michiana, Inc.

Locations for Schools:
1. Gary, Indiana
2. East Chicago, Indiana
3. Elkhart, Indiana

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CHARTER APPLICATION BY GOODWILL LEADS INC

Proposal Overview

The applicant group's **designated representative** will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Name of proposed Charter School: The Excel Center- Gary; The Excel Center- East Chicago; The Excel Center- Elkhart

Proposed Charter School location*: Black Oak neighborhood, Gary; Indianapolis Blvd. neighborhood, East Chicago; City of Elkhart

**Please indicate the city/town and, if known, potential address or neighborhood of the school location. Virtual operators should indicate the relevant geographies the operator intends to serve.*

School district of proposed location: Lake Ridge New Tech Schools; School City of East Chicago; Concord Community Schools

Legal name of group applying for Charter: Goodwill LEADS, Inc.

Designated representative: Randy Beachy

Contact Information (Phone & Email): (574) 314-5560; RBeachy@ExcelCenterHS.org

Planned opening year for the school: 2017 (Gary); 2017 (East Chicago); 2019 (Elkhart)

Model or focus of proposed school: The Excel Center® model (adult high school)
(e.g., arts, college prep, dual-language, etc.)

Proposed Grade Levels and Student Enrollment

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	9-12	250/350 (per school)
Year 2	9-12	275/350 (per school)
Year 3	9-12	300/350 (per school)
Year 4	9-12	325/350 (per school)
Year 5	9-12	350/350 (per school)
At Capacity	9-12	350 (per school)

Target student population (if any): Students ages 18+, with no previous high school diploma

Will an application for the same charter school be submitted to another authorizer in the near future?

Yes ☐ No ☒

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

Please list the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): Indiana Charter School Board

Submission date(s): Fall 2016

For Experienced Operator Applications:

Does the school expect to contract or partner with an ESP or other organization for Charter School management/operation? Yes ☒ No ☐

If Yes, please provide the following information:

Identify the ESP or partner organization: Indiana Network of Independent Schools

Is Charter School proposing to replicate a proven school model? Yes ☒ No ☐

If yes, provide the name and location of at least one school where the model is in use. The Excel Center- South Bend (2721 Kenwood Ave., South Bend); The Excel Center- Michigan St. (1635 W. Michigan St., Indianapolis)

If the applicant or its ESP or other partner organization currently operates one (1) or more Charter Schools within or without Indiana, please provide the name(s) and phone number(s) of the authorizer(s) for the existing Charter Schools:

- Indiana Charter School Board- (317) 232-7585
- Indianapolis Mayor's Office of Education Innovation- (317) 327-5563
- Texas Education Agency* – (512) 463-9575
- Shelby County Schools* (Memphis, TN) – (901) 416-5589
- District of Columbia Public Charter School Board* – (202) 328-2660

*ESP does not operate schools authorized by these authorizers, however, the ESP licenses The Excel Center® model to entities which have received charter authorization from these authorizers.

Signature of Applicant's Designated Representative

Randy Beachy
Signature

September 12, 2016

Date

Charter School Proposal

Executive Summary

Goodwill LEADS, Inc. (GLI, doing business as The Excel Center- Northern Indiana), proposes to operate three charter schools: one in Gary, Indiana, one in East Chicago, Indiana, and one in Elkhart, Indiana. The schools (Excel Centers) will adopt the successful Excel Center® model under a license from Goodwill Education Initiatives, Inc. (GEI).

Mission and Vision

The mission of GLI is to provide adults the opportunity and support to earn a high school diploma and pursue post-secondary education while developing career paths that offer greater employment and career growth opportunities. Excel Centers “meet students where they are” in their education by providing a flexible structure and supportive relationships to help students manage work, life, and family concerns as they achieve their educational goals.

The vision of GLI is to provide education, support, and career potential for adult high school students. Thousands of individuals drop out of high school each year, crippling their career potential as employers seek workers with higher skills and specialization. As part of a commitment to enhance career potential and access to high-growth jobs for high school dropouts, GLI provides adult high school students in northern Indiana with accelerated learning, opportunities for post-secondary education, and individualized career planning.

Education Need and Target Population

Among the school corporations in Lake County that struggle with the lowest graduation rates are School City of East Chicago (70.2%), Gary Community School Corporation (82.1%), and School City of Hammond (81.4%), which represents at least 300 students who left high school in 2015 without a diplomaⁱ. In these three high-need cities alone, nearly 29,000 adults (51,760 in the county) do not have a high school diploma or equivalentⁱⁱ. These are also areas of high poverty (39% in Gary; 36% East Chicago); high unemployment (6.1% Gary; 8.7% East Chicago); and high violent crime (768 per 100,000 people in Gary; 489 in E. Chicago).ⁱⁱⁱ

In Elkhart County, 23.9% of the adult population (28,920 individuals) do not have a high school diploma or equivalent.^{iv} This is also an area of high poverty (28.5% Elkhart; 22.7% in Goshen) that suffers from high unemployment with every economic downturn due to heavy reliance on the RV industry.^v In both East Chicago (46%) and Elkhart (16%), a large part of the population speaks English as a second language.^{vi}

A report by Civic Enterprises (2006) suggests that “circumstances in students’ lives and an inadequate response to those circumstances from the schools led to dropping out.” As adults, 76% of dropouts would enroll in an adult high school if they could; 47% say that not having a diploma makes it hard to find a good job.

The report goes on to state that the “dropout epidemic in the United States disproportionately affects young people who are low-income, minority, urban, single-parent children attending large, public high schools in the inner city. Dropouts are much more likely than their peers who

graduate to be unemployed, living in poverty, receiving public assistance, in prison, on death row, unhealthy, divorced, and ultimately single parents with children who drop out from high school themselves” (Bridgeland, Dilulio & Morison, 2006, pp. iii-2).^{vii}

The Gary, East Chicago, and Elkhart communities each have a significant need for an Excel Center to increase educational attainment among their residents. A high school diploma has the potential to raise an individual’s annual median income \$9620; some post-secondary education can raise it \$12,740. The chances for unemployment are cut in half with an Associate’s Degree, which can’t be achieved without a diploma.^{viii} A large portion of Lake and Elkhart Counties, representing more than 80,000 adults, do not have a high school diploma or equivalent and are unprepared to participate in the 21st century workforce – one that will require additional skills beyond high school, whether through an industry certification or post-secondary degree.

According to the Alliance for Excellent Education (2013), an additional 10,000 high school graduates in Indiana would increase the gross state product by \$100 million dollars, add 800 new jobs, and increase state and local tax revenue by \$4.4 million.^{ix} Increasing educational attainment among adults with few options in Gary, East Chicago, and Elkhart has the potential to increase economic growth in areas of the state that need it the most.

Community Engagement

Community interest in The Excel Center has grown through conversations with local leaders as members of the applicant team have shared its success in South Bend. In Gary, which has been inundated with charter schools, community leaders have demonstrated sincere interest in an adult high school that serves those who have previously dropped out of high school, enabling them to graduate with a Core 40 diploma and post-secondary credentials.

Representatives from the applicant team have met with several organizations in Lake County and Elkhart County to engage the community and have met with enthusiastic responses regarding the positive potential of The Excel Center to impact their residents. Without exception, representatives of the following organizations expressed support for The Excel Center and have provided opportunities to connect with individuals and organizations of influence in the community.

Lake County

- Mayor of Gary
- Gary Police Department
- Gary Chamber of Commerce
- City of Gary Redevelopment Commission
- Gary for Life (violence reduction initiative)
- Ivy Tech East Chicago
- WorkOne Northwest Indiana
- School City of East Chicago
- Lake Station Community School Corporation
- Lake Central High School
- The Crossings (credit recovery program)
- Boys and Girls Clubs of Northwest Indiana
- A Positive Approach to Teen Health (youth development program)
- Legacy Foundation of Lake County
- Foundations of East Chicago
- Bethel Church
- TradeWinds Services (vocational rehabilitation)
- The Arc Northwest Indiana (vocational rehabilitation)

Elkhart County

- Greater Elkhart Chamber of Commerce
- Economic Development Corporation of Elkhart County
- Horizon Education Alliance
- Concord Community Schools
- Elkhart Area Career Center
- WorkOne Northern Indiana
- Life Center (job skills training)
- United Way of Elkhart County
- Community Foundation of Elkhart County
- Faith Mission
- Interfaith Hospitality Network (homeless services)
- DJ Construction
- Hart City Properties
- Hoogenboom-Nofziger Corporation (real estate development)
- SEA Financial Group
- WPJ Consulting

State Representative Dale DeVon has voiced support for The Excel Center during recent Indiana legislative sessions and continues to be a champion for the model. Additionally, services provided by Goodwill Industries of Michiana, Inc. (GIM), parent organization of GLI, in the Lake County and Elkhart County regions, target people with disabilities, ex-offenders, at-risk and out-of-school youth, young mothers, and un-/underemployed individuals. Through these contacts and partnering social service organizations, The Excel Center will provide a unique educational opportunity to a segment of the population with few options to progress toward academic, career, and economic goals without a high school diploma.

Based on these conversations, each school will be designed with community needs in mind. For example, in Gary, where more than half of families are headed by single mothers^x, drop-in childcare capacity will be expanded to meet needs. In East Chicago, ELL staff will be increased to accommodate the large percentage of native Spanish speakers. In Elkhart County, evening classes may need heavier staffing to accommodate those employed by the RV industry.

Education Plan/School Design

GLI will seek to enroll students 18 years and older who have not completed a high school diploma. The Excel Center provides a structured environment that meets the particular needs of adult students as they work towards a high school diploma. Adult learners often face non-academic barriers to their educational success, reflecting reasons that students dropped out of school in the first place, such as family or income needs. Effective educational opportunities for adults must provide support and flexibility to promote student achievement, maintain a positive learning environment, and help students overcome various challenges to their continued progress. The flexible structure of The Excel Center allows students to enter at a variety of skill and credit levels and create a realistic path toward educational and career success.

The Excel Center model has three main pillars: a secondary-level academic platform that fits needs of non-traditional students, a college and career readiness focus on viable careers, and a coaching program that works with students to identify barriers and proactively plan ways to remain engaged in their education.

CHARTER APPLICATION BY GOODWILL LEADS INC

The Excel Center provides an accelerated schedule that allows students to earn course credit at a faster pace than a traditional high school. The Excel Center's instructional program includes team-taught courses, fixed-length teaching, and credit recovery in non-essential courses. Students who demonstrate the necessary skills are encouraged to take college-level coursework, resulting in dual credit and post-secondary credits that encourage continued education.

The Excel Center curriculum is rigorous and aligned with Indiana College & Career Readiness Standards. A Career Transition Counselor works directly with graduating students to identify particular industries and occupations with above-average growth potential, helping students explore careers and career pathways that offer a livable wage.

Coaching in The Excel Center model is an attempt to address the life barriers and issues that may prevent students from being successful. The Excel Center life coaches are responsible for keeping students engaged and motivated in the school. Coaches work with students to identify potential barriers to students' continued education, whether short-term barriers (such as housing and childcare) or long-term challenges (including student self-efficacy and self-confidence).

The Excel Center operates year-round and, as students graduate or leave the school, spaces are filled by students on the waiting list. As a result, the Excel Center does not operate with discrete grade levels. The Excel Center will maintain a size of 300 - 350 students in order to preserve a small, intimate environment where staff can establish meaningful relationships with students.

The Excel Center® is a nationally proven school model founded by Goodwill Industries of Central Indiana, Inc. (GICI), based on work by Stephen D. Brookfield, regarding developing critical thinking, and by Dr. Norman H. Cohen and Laurent A. Daloz, regarding mentoring adult learners, as well as recommendations in the 2011 report by Complete College America, *Time is the Enemy*.^{xi} To date, The Excel Centers have produced more than 2,000 graduates with 82% of graduates receiving industry-recognized credentials in local job sectors with above-average growth potential, and 75% either employed or in college immediately after graduation. GLI, through this charter application and corresponding efforts, intends to build upon the success of The Excel Center to positively impact and improve the academic achievement for adults throughout the state of Indiana.

Vision for Growth.

The vision for growth for The Excel Center of Northern Indiana is to open two charter schools in Lake County in 2017 and a charter school in Elkhart in 2019, each with a capacity enrollment of 350. In 2020, with 5 years' experience administrating 4 Excel Centers, GLI will determine whether there are additional communities in northern Indiana that would benefit from the Excel Center model to increase educational attainment of local adult residents. As opportunities may arise in unusual places (such as satellite blended learning sites) over the next five years, the leadership team will evaluate the costs and benefits of expanding The Excel Center model.

Network Governance and Leadership.

The Excel Center Northern Indiana will be overseen by Randy Beachy, Executive Director (ED), and current School Director (SD) of The Excel Center- South Bend (TECSB). The GLI Board of Directors consists of 10 individuals representing various business and nonprofit sectors, each with leadership experience and a concern for education and community improvement, as well as GIM's CEO, Debie Coble. Every effort will be made to maintain a diverse board membership representing the communities where The Excel Center is located, yet based out of GLI headquarters' city, South Bend. This structure, in combination with the support of GEI through INIS, will provide stable, effective governance and leadership over the long term.

Section I: Evidence of Capacity

Governance

- 1) Key Members of the Applicant Group for Goodwill LEADS, Inc.(GLI):
 - Debie Coble- President/ CEO of Goodwill Industries of Michiana, Inc. (GIM); Ex-officio Board Member of GLI
 - Randy Beachy- ED of The Excel Center- South Bend (TECSB)
 - Terri Burks- Chief Financial Officer of GIM
 - Ben Szumial- Accountant for GIM, serving solely GLI
 - Guy Fisher- Vice President of Mission Advancement at GIM
 - Carrie Lee- Grant Writer at GIM
 - Juliann Jankowski- Chair of GLI Board
 - Rolla Baumgartner- Former Chair of GLI Board
 - Jeff Lozer- Senior Director of Indiana Network of Independent Schools (INIS)
 - Kim Reier- Director of Network Development and Advancement at Goodwill Education Initiatives (GEI)
 - Jeff Hoover- Senior Director of The Excel Center Network (TECN) and Operations
 - Justin Zobrosky- Associate Director and Lead Teacher at TECSB
 - Jessica Lacay- Lead Coach at TECSB
- 2) Qualifications for and experience with establishing a high-quality charter public school in Indiana and assuming stewardship of public funds:

Debie Coble has her Master's degree in Public Community Services Management and initiated the original charter application for TECSB in 2014. She is an ex-officio member of the Board and has experience in finances, performance management, community engagement, facilities management, and legal compliance.

Randy Beachy has been the administrator for TECSB since April 2015 and was involved in the planning and implementation of GLI's first Excel Center, including facility and school design, and hiring and training of staff. He oversees instruction, spending, and school performance. He also has more than 30 years' experience in higher education.

Terri Burks has been a part of GIM's accounting department for 16 years and CFO for four years, overseeing financial resources for a \$30-million-dollar organization, including stewardship of public funds, corporate compliance, financial analysis, and legal compliance for accounting and grant management.

Ben Szumial has his MBA and is a certified internal auditor. He has experience in finance, auditing, and previously worked in University of Notre Dame's Office of Research, providing grant management and ensuring fiscal compliance for award recipients. He has been responsible for all accounting functions for TECSB from planning and implementation and will continue to provide fiscal management for new Centers.

Guy Fisher has a Master's in Administration and has experience in finance, performance management, parent and community engagement, and school administration in fund development and financial aid. Prior to his current role, he served as Director of Financial Aid for Bethel College for more than 25 years.

Carrie Lee is completing a Master's of Grant Writing, Management, and Evaluation, and worked in the public school system for three years. She has written proposals securing contracts and awards up to one million dollars in the areas of workforce development and education. She has experience in parent and community engagement as a long-time Elkhart resident.

Rolla Baumgartner earned his doctorate in education and retired as Dean of Davenport University. He has experience in school administration, curriculum, instruction, performance management, community engagement, and legal compliance. He has been a teacher, principal, superintendent, and curriculum coordinator in public and private schools, from elementary through post-secondary. He served as Chair for the GLI Board during planning and implementation and the first year of operation for TECSB.

Juliann Jankowski has a Master's in Administration and has experience as the Campus Dean and ED of Enrollment Services for Davenport University South Bend, as well as the Project Manager for Industrial and Business Training for Ivy Tech. She has had experience in human resources and performance management, and has engaged community leadership through her position at The Chamber of Commerce of St. Joseph County.

Jeff Lozer has experience developing new organizations, and managing evolving organizations with complex sets of stakeholders. He has led a large law practice, and has expertise in organizational development, private foundation management and corporate law. Jeff leads GEI's efforts that have provided school support services to schools owned and operated by GICI and more than 40 independent schools. Jeff develops business, negotiates and executes contracts, and oversees the delivery of services such as state reporting and compliance, finance and accounting, and special education administration.

Kim Reier has been a leader in GEI for more than 3 years and has held previous roles at the Indianapolis Mayor's Office of Education and Innovation and the Indiana Department of Education. At GEI, Kim assists with the development and growth of TECN nationally and has managed the school approval process for 8 schools during her tenure at GEI. Kim also has experience in grant writing, community engagement, education policy and compliance, and relationship development.

Jeff Hoover has a Masters' of Education and nearly 30 years' experience in education as a secondary teacher and administrator, including School Director of The Excel Center- Lafayette and INIS Director. He has experience in school leadership, administration, governance, curriculum, instruction, and assessment; community engagement, and facilities management. In his current role with TECN, he works to improve performance, enhance programs, and inspire systematic change.

Justin Zobrosky has 7 years' experience as a certified social studies teacher and contributed to the Indiana Department of Education standards review in 2013. Justin was instrumental in raising academic standards at Xavier School of Excellence, and was selected as a semifinalist for Indiana teacher of the year. As Lead Teacher at TECSB, he has been instrumental in the planning and implementation of GLI's first school, including selection of curriculum, formation of policies, school leadership, administration, and student engagement.

Jessica Lacay has 3 years' experience as a college admissions counselor, developing relationships with applicants and parents to determine eligibility for admissions and financial aid. As Lead Coach at TECSB, she set the standard for providing academic assistance and support services to new students, developing a sense of community and a peer support network. She has also been active in community engagement and has been key in the development of policies and procedures to encourage student success.

3) See **Attachment 1** for full résumés (including contact information) for each member of the applicant group including all current and proposed governing board members, key staff members, and consultants involved in the application or the development, governance and operation of The Excel Center- Gary (TECG), The Excel Center- East Chicago (TECEC), The Excel Center- Elkhart (TECE).

4) TECG, TECEC, and TECE will not have independent governing boards, but will be governed by an existing, single network-level board based out of South Bend. The current GLI Board consists of nine individuals representing financial, educational, nonprofit, legal, faith-based, community, and healthcare organizations. In order to ensure there will be active and effective oversight of these new schools, GLI will include members of each of the community where Excel Centers are located as Board members. Accommodations, such as rotating meeting sites and teleconferencing, will be made to serve a diverse geographic population.

With these measures in place, as well as the guidance of INIS, there will be active and effective oversight of the new and established Excel Centers in GLI's portfolio. See **Attachment 2** for completed and signed Board Member Information Forms for each current governing board member.

5) No formal advisory bodies or councils will be formed, although community or student councils may be formed if there is sufficient interest. The roles and duties of these informal groups, as well as their relationship to the Board of Directors will vary based on their reasons for convening. Although the Board assumes sole governing authority over each Center in the Northern Indiana network, it will engage members of each of the communities where Centers are located, including students, to inform school direction and policies.

CHARTER APPLICATION BY GOODWILL LEADS INC

6) In the event that a student has an objection to a governing board policy or decision, administrative procedure, or practice at the school, the issue will be forwarded to the local SD. If the Director is unable to resolve the objection, the student is able to take that request to the ED, and if necessary, the Board. In the event of a concern related to expulsion not resolved through a formal hearing, the next step of conflict mediation would be to seek restitution in the courts.

Documents related to the meetings of the GLI Board are available to any interested party. All enrolled students receive a student handbook that outlines the policies and procedures of the school, and have access to their transcript free of charge.

7) The current SD of TECSB, Randy Beachy, also serves as ED of The Excel Centers- Northern Indiana (TECNI) to design, launch, and oversee the new GLI charter schools. In his first year as SD, he enrolled more than 450 unique students and had 7 able to complete their diplomas and earn college credit within nine months. His extensive experience in higher education and successful launch of the first Northern Indiana Excel Center demonstrates his capacity to lead these schools until local SDs are selected.

The local SDs who will be responsible for the operations of TECG, TECEC, and TECE have not yet been selected. Upon charter approval in November, the recruitment and selection process will begin, with two SDs for Lake County to be hired by February 2017. At that time, the selected SDs will devote their work to preparing the schools to open in Gary and East Chicago in July 2017. In 2019, the recruitment and selection process will begin for the Elkhart SD.

All school leadership positions will be in the employ of GLI and selected by the ED with oversight by the Board. The selected SDs will make staff hiring decisions with oversight from the ED. The SDs will ensure that instructors and school curriculum are applied according to the principles of The Excel Center model and that school is meeting desired educational and student outcomes.

Essential functions of Excel Center SDs include: supervision and management of faculty and staff, creating and maintaining a safe and secure educational environment for up to 350 students, and managing the fiscal activities of the school. The SDs will report to the ED and will be required to hold a Bachelor's degree in a relevant field, although a Master's degree is preferred. Other Director qualifications include:

- Indiana Secondary Administrator's License (preferred but not required)
- 5+ years in a school-related leadership role
- Prior experience managing groups of professionals
- Effective presentation and communication skills
- Solid planning and organizational skills

8) The ED, Randy Beachy, will lead development of the new schools between the time of authorization and opening. Mr. Beachy will be supported by INIS and TECN during school start-up activities. Upon charter approval, TECSB Associate Director Justin Zobrosky will become SD, and Mr. Beachy will serve as administrator over all four schools and any future schools added to the network.

9) Randy Beachy is the ED for TECNI. He has an MBA and M.S. in College Student Personnel Services, and has more than 30 years' experience in recruiting, admissions, marketing, data analysis, and staff development in post-secondary education. His responsibilities will be to train SDs and ensure compliance with all State, ICSB, and Excel Center policies, procedures, and guidelines.

Management

1) The GLI Board does intend to contract with an ESP for school management services.

2) TECG, TECEC, and TECE intend to contract with INIS (INIS) as an Educational Service Provider for school management services.

a) The selected ESP is INISchools, managed by GEI, and affiliated with GICI. GEI was established in 2004 to operate charter schools, to enable youth and adults to enhance their success in life and work. GEI also operates TECN, a network of schools that leverages the collective expertise of school leaders, teachers, and staff from all over the country. By participating in common online systems, professional development, and peer-to-peer sharing, best practices are shared from community to community.

INIS was created in 2013 to provide support functions for GEI's 12 schools (1 traditional-age high school and 11 Excel Centers in Central Indiana), including data and performance management, finance and accounting, state reporting, and special education. INIS supports Excel Centers through Goodwill organizations in South Bend, IN; Austin, TX; Memphis, TN; and Washington DC, and is working to develop schools with Goodwills in Arkansas and Hawaii. INIS has also provided administrative services to more than 40 public, private, and charter education agencies across the state. INIS is operated under a nonprofit designation, and supported generously by the Walton Foundation.

INIS' leadership consists of:

- Betsy Delgado, VP of Mission and Education Initiatives
 - Jeff Hoover, Senior Director of TECN and Operations
 - Anne Davis, Senior Director of Education Initiatives
 - Jeff Lozer, Senior Director of INIS
 - Kim Reier, Director of Network Development and Advancement
 - Markous Jewett, School Development Director
 - Tonya Taylor, Director of Special Education
- (see **Attachment 1** for résumés).

b) INIS was selected as the new Centers' ESP to continue school management services for additional schools added to TECNI, after providing services for TECSB school for the past two years. The Excel Center model has grown from 1 school serving nearly 300 students in 2010 to serving more than 4,000 nationally as of this writing. Since its inception, The Excel Centers have graduated more than 2,000 students with their high school diploma. As an affiliate of GEI, a \$25-million-dollar organization, INIS is financially healthy and stable.

The new schools will adopt The Excel Center name under license from GEI and operate the school with fidelity to the school model. INIS will not have a management role in the new Centers' daily operations. Due to INIS' proven track record of effectively supporting Excel Centers as they serve adult students, and because the school model is proprietary to GEI, no other ESPs were assessed.

c) See **Attachment 3** for term details regarding the proposed management contract, setting forth a proposed duration of the contract that aligns with the ICSB's 5-Year charter term.

d) See **Attachment 3** for a draft of the proposed management contract.

e) There are no existing or potential conflicts of interest between members of the GLI Board and GEI or INIS or any affiliated business entities.

f) See **Attachment 3** for evidence that INIS is authorized to do business in Indiana.

g) GLI and INIS provide the following assurances:

- The GLI Board is structurally independent from INIS.
- The GLI Board shall set and approve school policies for the new Centers.
- The terms of the service contract will be reached by GLI and INIS through arms-length negotiations in which GLI is represented by separate and independent legal counsel.
- GLI legal counsel does not also represent INIS.

2) See **Attachment 4**, Governance and Operational Structure, which defines board, ESP, network, and school-level decision making as it relates to key functions, indicating where primary authority for each function resides.

Network Vision, Growth Plan and Capacity

See **Attachment 5**, a 5-year business plan addressing the organization's plan for network expansion in Indiana.

Section II: School Design

Education Plan

Innovation

The Excel Center model is innovative by providing adult students with the supports and flexibility needed overcome the various challenges to their continued education. It is a unique model in its hands-on approach that acknowledges the needs of the whole student through wrap-around supports.

1) The traditional model for adult high school completion is to take a High School Equivalency test (formerly GED, now TASC in Indiana). According to the National Educational Longitudinal Survey (2008), high school dropouts are persistent in trying to further their education,^{xii} yet face limited options to achieve their goals. Studies have challenged the long-term benefits of earning an HSE over a high school diploma, the latter of which leads to higher wages, higher college completion rates, and higher acceptance into the military. Researchers maintain that the process of completing school (rather than a test) demonstrates persistence, motivation, and reliability to employers.^{xiii} Nationally, only 10% of high school dropouts ages 18-24 actually pass an HSE exam.^{xiv} This indicates that the HSE may not be the best avenue for all adults seeking to complete their high school education.

School design. Excel Centers are designed for the committed, adult student and are structured to meet adult needs such as transportation assistance, flexible schedules and free child care. Students enroll in one coherent program during iExcel (student orientation) and receive substantial help from life coaches, teachers, and other staff to understand their path to earn a high school diploma and post-secondary credentials.

Students build relationships with other students and teachers in a small school environment. In addition, life coaches work to ensure that students remain engaged in the school's academic program and feel like they belong in the school's culture. Coaches will work with students to identify and mitigate potential barriers to students' continued education, and encourage them to continue when the work becomes difficult.

The Excel Center Drop-In Center gives students the ability to focus on their classes while their children are cared for in a safe environment nearby. This service is offered free of charge and gives children opportunities to learn and develop skills while their parents are attending classes.

Curriculum. The Excel Center curriculum is designed to meet students where they are. Transcripts indicate prior credit attainment; assessments indicate level of mastery. Both are considered when creating an education plan for the student that will allow them to earn a high school diploma and prepare for post-secondary opportunities.

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For example, English 1 and 2/ Math A and B, allow students to earn elective credit, helping students connect their remedial work to the goal of earning credits towards their high school diploma. Other classes are co-curricular, allowing students to earn a Language Arts and Social Studies credit in one class, for example, by incorporating writing standards into a history class. Additionally, students can earn dual high school and post-secondary credits by taking college-level coursework through Ivy Tech Community College (ITCC).

Instructional Strategies. Instructional strategies are limited only by the imagination of the teacher, and are customized for the students in each class. They are continuously evaluated and updated for effectiveness.

The Excel Center purposefully introduces students to high growth, high demand fields where the prospects of career development and stable employment are significant. In order to prepare students for self-sufficiency, they are expected to earn at least one credential beyond their diploma, which is increasingly essential in the modern job market.

Uses of technology. Students have access to computers and internet to complete assignments, perform research, and access email. These include mobile classroom laptops that are used during class time as needed, and a 30-station computer lab open 48 hours a week. Students often communicate with staff and other students through email and texting, and are able to submit assignments and access grades online. Software programs allow for a combination of remedial skills building and high school credit attainment (as a supplement to face-to-face classes), as well as standardized testing.

As a nationally proven school model, TECN provides a platform to share evidence-based learning and best practices from school to school. With 15 current Excel Centers nationwide and at least 5 in process, knowledge sharing has the potential for further replication of this model through livestream classes and other blended learning possibilities.

Approaches to time. The Excel Center is listed on the ICSB website as an example of a school model taking innovative approaches to time. Classes operate for at least 90 minutes each day, with 6 class periods each day, Monday through Thursday, 9am to 8pm. Fridays are available to access school resources, and receive tutoring or complete makeup work. Students can select what time of day to attend class, schedules are fixed for each 8-week term, and students can enroll at the start of any of the 5 terms during the school year, unless there is a waiting list. Unlike a traditional high school, this provides opportunities to earn credits at an accelerated rate, or at whatever pace fits the student's circumstances.

2) The curricular foundation of The Excel Center is based upon significant evidence that its model meets the educational needs of adults.^{xv} Research by The Gates Foundation (2006) indicates that life factors are at least equal to academic factors as related to dropout rates/ reasons. 35% of those surveyed dropped out because they were failing school; 32% had to get a job; 26% had become a parent; 22% had to help their family^{xvi}. These challenges also affect the structure of how students continue their education.

Complete College America's report, *Time is the Enemy* (2011), highlights how the pace of traditional college programs is a detriment to adults' lasting success. The following recommendations by the report have been incorporated into the design of The Excel Center to accommodate students who are balancing commute times, family obligations, work, and school:

- Use block schedules with fixed and predictable classroom meeting times.
- Allow students to proceed at a faster pace, with shorter academic terms, less time off between terms, and year-round scheduling.
- Simplify the registration process.
- Form peer support and learning networks.
- Embed remediation into the regular educational design, so that students don't waste time before they start earning credits.^{xvii}

3) It is anticipated that ICSB will hold the new Excel Centers and GLI to the same accountability standards to which it holds all ICSB-authorized adult high schools through alternative accountability metrics, as it has for the existing 6 Excel Centers (located in Anderson, Kokomo, Lafayette, Noblesville, Richmond, and South Bend) authorized by ICSB.

Curriculum and Instructional Design

1) On the following page, please note the graphic that illustrates the framework for the proposed instructional design that reflects the needs of adult high school students and will ensure all students meet Indiana Academic Standards. The Excel Center model was designed with 3 R's as foundational to its strategy: Relationships, Relevance, and Rigor.

Relationships. Adult learners benefit from strong relationships with peers and staff; these relationships provide consistent support for student education, strengthen motivation to achieve goals, and build resiliency to overcome obstacles that might impede progress.

Relevance. Students who have dropped out require flexibility in their educational programs; students will enroll at various skill levels and will balance their educations with many life obstacles, including work and family obligations. Instruction is designed to be relevant to students' experiences, current circumstances, and life goals.

Rigor. The primary focus is to develop each student's ability to be successful in post-secondary environments and to develop skills required in the modern workforce. Curriculum exceeds the Indiana College and Career Ready Academic Standards (ICCRAS) adopted by the Indiana State Board of Education (ISBOE).

a) The basic learning environment is largely classroom-based, although online classes are utilized for credit recovery and some electives. The school is designed to benefit adult learners within a mature environment of open discussion, self-directed learning, and personal accountability.

Students participate in fixed-time classes where they cover key academic subjects in language arts, mathematics, social studies and science. Reading, math, and skills labs are available for those who need remediation. Courses often integrate material from multiple disciplines, allowing students to demonstrate learning standards in an integrated, accelerated format.

b) Classes will include between 10 and 15 students in each course, allowing for small teacher to student ratios and increased individual attention. Class structure will depend on the course content, enrolled student, and the instructor, but will encourage open discussion and peer learning.

c) The Excel Center's education plan has three main pillars: (1) an academic philosophy that meets the goals and needs of adult students, (2) a concentrated focus on College and Career Readiness, and (3) a coaching platform designed to address barriers that may impede a student's continued educational success. This plan is incorporated into the curriculum. Please see the graphic on the following page.

d) Academic instruction for students who have dropped out requires flexibility in the design of the educational program. Students will enroll in The Excel Center at various skill levels, have different numbers of credits to achieve, and many will balance work and family obligations. Therefore, The Excel Centers use a "one student at a time" method where each student establishes his or her educational goals and moves at his or her own pace to achieve learning goals. Every student will have a unique educational plan, crafted to fit his or her specific needs.

The Excel Center curriculum covers key academic subjects to prepare students for post-secondary education through opportunities relevant to their educational and career goals. Students will cover the basic requirements to receive a high school diploma and enroll in some form of post-secondary education, whether a certificate or credential program or a track moving towards an associate's degree. In addition, students who have demonstrated high skill levels (as shown on by high scores on the ACCUPLACER exam) are be eligible to enroll in dual credit courses, thereby beginning their post-secondary education while still in high school.

e) Technology features prominently in the design and delivery of academic content. Coursework is presented in multimedia formats, reaching different learning styles and personalities. In addition, students are able to participate in computer-based instruction for online credit recovery, diagnostic assessment, and for tutoring-based work. Students are also able to upload assignments and check grades online, as well as communicate with teachers and coaches on a regular basis.

The Excel Center Model

Key Pillars:

Secondary-Level Education

- Accelerated pace of learning and credit attainment
- Instruction by both licensed instructors and tutoring by unlicensed resource staff
- Classroom instruction paired with online credit recovery
- Resource Area provides intensive support to students in need of additional assistance
- Credits can be earned for valid and relevant work experience
- Student testing used to measure

Postsecondary Education and Career Pathways

- Strong relationship with local community college provider
- *Test-approved* students able to enroll while still taking high school classes
- Dual credit course offerings available for students
- Students can work towards certificates and associates degrees
- Extensive preparation & follow along for students in college
- Partnering with industries to present career options for

Coaching

- Goal to promote continued retention of students by addressing life barriers
- Students placed into cohorts and meet one-on-one with a coach
- Coaching addresses life skills, locating community resources, and creating future plans
- Proactive barrier removal for critical life / work issues
- Effective selection of coaches as a key barometer of success

Structures and practices for student success

- Flexible scheduling available to meet needs of working and busy adults
- Available transportation and easy access for non-driving students
- Child care provided for students with children
- Facility has sufficient space for a resource area, classrooms, cohort and one-on-one meeting spaces
- Mature learning environment: Student population is a mix of younger and older students

f) Hiring a high quality, highly effective school staff is critical to the success of any new school. To ensure access to the most qualified individuals, TECNI Centers will do the following:

- Recruit from current GLI and GEI networks
- Leverage the talent and expertise of GIM and GEI's Human Resources departments
- Focus on increased awareness of The Excel Center within communities where new schools are starting (Gary, East Chicago, Elkhart)
- Customize staff recruitment efforts to focus on the unique aspects of The Excel Center, including the adult population, motivated students, creative instruction, and an extended school schedule and calendar
- Continue to develop partnerships with organizations that assist with teacher placement and source staffing candidates via networking, website job postings and event participation
- Offer salaries and benefits competitive with other local schools
- Provide adequate professional development prior to school openings, including learning from TECSB staff members

g) The evidence for The Excel Center method of adult instruction is based on Stephen Brookfield's work in Critical Teaching, which "begins with developing students' powers of critical thinking so that they can critique the interlocking systems of oppression embedded in contemporary society" (2005, p. 353).^{xviii} Students who have spent their adult lives trying to get ahead without a high school diploma need to learn how to think in order to be successful. This is why open discussion, student-to-student interaction, and personal accountability is encouraged.

2) Instructional strategies that the school will implement to support the education plan are well-suited for adult high school students. The academic environment and culture of the school are driven by student motivation to increase educational attainment and create better opportunities to enter living wage careers. The Excel Center's individualized and self-directed approach will require highly motivated students who can develop the initiative to use the school's various resources and instructional methods in the way that best fits their unique needs. Teachers and coaches will monitor and meet with students regularly to provide encouragement and keep students' motivation at high levels.

Since Excel Centers meet students where they are, instructional strategies will differ from person to person and classroom to classroom, in order to meet the needs of all students. For example, students who enroll in The Excel Center with partial credits may complete certain courses via the standards-based online learning program, Plato Courseware, with a teacher facilitator. Students whose placement exams indicate a reading, writing, or mathematics competency level that is lower than a 9th grade equivalent are placed into remediation courses for high school credit, allowing them to access grade level content by building key skills. On the other hand, students whose placement tests indicate high aptitude may be placed in advanced math or literature classes. Special education, English Language Learners, and those in need of tutoring receive additional assistance on a weekly basis.

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Classes meet in extended blocks and in face-to-face settings, with small class sizes, permitting teachers to establish relationships of trust and respect with students. Courses are often team-taught among several instructors, blending coursework across multiple domains to increase the relevance of education and to encourage students to think critically about interdisciplinary ties in the curriculum. Open discussion is encouraged to foster deeper understanding, link knowledge to former experiences, and develop creative thinking.

Life coaches encourage a student community which inspires peer support. Life coaches also provide encouragement, individual attention, and assistance in meeting life challenges to maintain student engagement. The 8-week schedules accelerate the pace in which a student can attain course credit, making progress toward a high school diploma more tangible. Students have the freedom to choose morning, afternoon, evening, and online classes to fit their work and family schedules.

3) The only key educational features that may differ in the new Centers are based on high growth careers that are unique to each community. Every site of The Excel Center explores what potential careers exist in their local community, and includes a focus on those industries that will benefit local jobseekers. In Gary and East Chicago, the focus will be on Advanced Manufacturing and Health Care careers. In Elkhart, the focus will be on Advanced Manufacturing and Hospitality careers. As a component of its Advance Manufacturing focus, The Excel Centers have established working relationships with Conexus Indiana, an initiative to capitalize on emerging opportunities in advanced manufacturing and logistics, aligning resources and expertise to make Indiana a leader in these growing industries.

The Excel Center's curriculum has two overall goals: 1) teach the necessary content to graduate with a high school diploma and 2) develop proficiency in the skills - both technical and 21st-century - required to be successful in modern careers. The Excel Center's curriculum provides an individualized road map to student success, and serves as a customizable guide that assists in planning each student's instructional program, allowing for the best possible education and career outcomes. The objective of the curriculum is to ensure that specific skills are taught and mastered in a timely manner and in ways consistent with ICACRS. The school blends coursework in engaging and interesting ways that also allow students to learn what they need and progress through proficiency of subjects rather than discrete grade levels.

4) Please see **Attachment 6** for a high school-level core curriculum scope and sequence by subject, that demonstrates clear alignment with Indiana's Academic Standards.

5) The majority of The Excel Center's course offerings will be taught via direct instruction. Technology will be used for online credit recovery, diagnostic assessment, and for tutoring-based work. The Excel Center does not meet the definition of a virtual charter school.

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Pupil Performance Standards

1) The Excel Center's academic content is aligned with the ICCRAS and uses these standards throughout its coursework and lesson plans. All standards were deconstructed and opportunities for integrating courses were utilized to make the content explicit and meaningful. See **Attachment 7** for The Excel Center's Academic and Exit Standards.

2) Due to the nature of students entering the school at a variety of different skills levels and course needs (pursuant to their transcript), and those skill levels not necessarily matching credits previously earned, The Excel Center does not operate using distinct grade levels. Instead, students progress through the curriculum at an accelerated pace, ensuring they build the requisite skills to enter the next course in Excel Center course progression, and completing all credit and graduation requirements prior to graduation.

Although it can be useful in conventional academic situations with traditional student populations, a grade level categorization would have little benefit to a typical adult student. For example, the "freshman" label on an adult learner might create the mistaken belief that it will take several years to complete the work in The Excel Center, even though the student's self-directed pace may mean that he or she could complete requirements before that time. Instead of discrete grade levels, students will only be measured on the amount of credits they need in order to graduate from the school.

Students routinely meet with their individual life coaches to assess where they are academically and where they need to be in order to meet all of their academic and career goals as well as where they need to be in order to graduate. Graduation criteria are also listed in the student handbook.

High School Graduation Requirements

1) To graduate, a student at The Excel Center must fulfill the graduation requirements for the State of Indiana as established by the Department of Education. Students will work towards a Core 40 diploma, earning credits with the following requirements:

- English / Language Arts: 8 Credits
- Mathematics: 6 Credits
- Science: 6 Credits
- Social Studies: 6 Credits
- Directed Elective: 5 Credits
- Physical Education: 2 Credits
- Health and Wellness: 1 Credit
- General Electives: 6 Credits

Students will earn credit hours by successfully demonstrating mastery over the standards established in each course. Teachers assess mastery by monitoring student work and evaluating their growth. By integrating coursework across domains, scheduled classes may allow students to earn multiple credits through the work of one class. Each class is mapped to indicate which credits apply toward a Core 40 diploma. Students earn credit by demonstrating satisfactory completion of a course and earn a passing grade higher than a D in that course.

Student transcripts from other schools will also be reviewed to determine if any coursework completed prior to enrolling at The Excel Center may also apply to the Core 40 diploma requirements. In addition, students who can demonstrate proficiency through ECA testing can also earn credits for courses in which they have already demonstrated knowledge. Students may also earn credit by enrolling in dual-credit programs at a local community college. In these instances, these credits are listed as transfer credits and not as credits explicitly granted by The Excel Center. Some courses that are required for the Core 40 will be available for students to take via online credit recovery courses.

Student grade-point averages (GPA) are calculated based upon the grades that students earn in each course, using a traditional scale and averaged upon the points earned for each credit. In courses that are awarded multiple credits, the student's letter grade applies the same point for each of those credits earned. For blended courses, a student earns a GPA based upon their performance for that particular domain within the course and earns credit for that portion of the classroom setting.

Student transcripts include the school's contact information, the student's contact and demographic information. In addition, the transcript details the time period (in terms) during which the student was enrolled at the school, and his or her record of courses taken and credits earned. Each course includes the grade earned and grade-point equivalent for that class. Transcripts also include the student's performance on standardized testing, including GQE (for older students) and ECA scores.

The Excel Center offers elective courses that meet the educational needs of students. Most of these electives prepare the student to explore the viability of a career in an industry of a given program. Electives (and potential certifications) that may be offered based on demand include:

- Advanced Manufacturing (MSSC)
- Apartment Maintenance
- Business Communications (CBP, TSIA CSP-1)
- CADD Technician (AutoCad)
- Career Planning and Success Skills
- Certified Production Technician (MSSC)
- Childhood Development (ECE)
- CNC Machining (NIMS)
- Computer Applications (A+, CINS, MOS, MTA)
- Construction Technology
- Current Problems, Issues, and Events
- Emergency Medical Services (EMT)
- Film Literature
- Health Education (PHTE, CMA, CNA, Phlebotomy)
- HireTech A& B (APICS, CLA, Safety)
- Hospitality Management (CGSP)
- Logistics (CLA)
- Marketing
- Material Handling (OSHA Forklift)
- Medical Terminology (Coding)
- Professional Career Internship
- Psychology
- Science Research
- Speech
- Tractor Trailer Operation (CDL)
- Welding Technology (AWS)

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Even though it is not an Indiana graduation requirement, an Excel Center graduation requirement includes at least one career pathway or dual credit course. This requirement encourages the pursuit of a post-secondary education for greater career opportunities. These are offered in cooperation with Ivy Tech Community College.

Students work towards a Core 40 diploma. They earn credits and meet all the requirements to earn that diploma. In some cases, students are better suited to seek a General Education diploma due to their unique situation, such as special education status. These students are encouraged to earn work-related certification while a student at the Center, in order to improve lifelong employability.

Maintaining the Indiana Core 40 standard allows Excel Center students to receive the same accreditation as a traditional high school student. This credential allows them to apply to college, post-secondary programs, military, and employment opportunities, demonstrating they had the persistence and motivation to complete their diploma.

In order to graduate successfully, students must also pass End of Course Assessments (ECAs). The Excel Center purposely structures significant time into coursework to prepare for ECA exams. For many students, the limited testing windows of ECA means that students may have completed all of their credits only to wait until ECA testing is again possible. For these students, The Excel Center encourages them to begin enrollment in post-secondary courses until they can complete testing.

The additional Excel Center graduation requirement of post-secondary coursework not only gives students a taste of college and their ability to complete college-level work, but often provides a transferable credential in a high-demand career field, increasing employment opportunities. Through dual credit classes, students can begin their post-secondary career with earned credits toward their degree.

2) The Excel Center model provides a number of supports for students at-risk of dropping out or not meeting graduation requirements, since it is designed to meet the needs of students who have already dropped out of a high school. The curricular focus is around accelerating the pace at which a student can earn a high school diploma, gaining exposure to new careers (and post-secondary education required to enter those careers), and becoming reengaged in the educational system. Students who continue to make consistent academic progress – no matter the pace – will be encouraged to continue working towards their high school diploma.

Additionally, the use of life coaches in The Excel Center model is an attempt to address the life barriers and issues that prevent students from being successful. The Excel Center life coaches are responsible for keeping students engaged and motivated in the school. The relationship that coaches create with each student is a critical factor in student success, as that relationship will provide security, confidence and encouragement for students to continue when the work becomes difficult and life barriers become difficult to manage. Coaches will work with students to identify potential barriers to students' continued education and develop action plans to balance family, work, and school responsibilities.

School Calendar and Schedule

The Excel Center calendar operates year-round with minimal breaks. The proposed 2017-2018 academic calendar for the Gary and East Chicago Centers, as well as the proposed weekly schedule of classes is included as **Attachment 8**. The proposed 2019-2020 academic calendar for the Elkhart Center will follow the same general structure.

Academic and Non-Academic Programs. Since the primary goals of adult students are increased educational attainment and career opportunities, programs are largely academic, without the distractions of athletic teams or music groups. Course offerings are developed upon review of the courses needed by the students enrolled at the school. The Excel Center is designed to be adaptable to student needs and the course schedule and offerings are often changed each term in order to meet student needs. Furthermore, this means that the course schedule and specific courses offered each term vary from one Center to another. A variety of activities will take place in the facility throughout each school day, including classes, one-on-one tutoring, self-directed study, and coaching activities.

Interactions with life coaches may or may not be focused on academic activities, but more often provide support in balancing school and outside activities. Additionally, any extra-curricular activities are student-led, such as the student council at TECSB, which organizes spirit days and began fundraising for an outdoor study area.

Instructional Days. During full years of operation, TECNI Centers will operate with 170 days of accelerated, scheduled instruction and an additional 38 days of instruction available to students, as needed, on Fridays, functioning year-round. A typical school week includes four days of fixed-time classroom instruction (Monday through Thursday) and one day of self-directed student learning (Friday). Fridays are available for teachers and staff to prepare for classes, hold case conferences, staff meetings, and one-on-one tutoring sessions and meetings with students.

The school calendar is designed to reinforce educational success by accelerating the pace at which students can earn credits. The school's class schedule operates on 8-week terms. This structure gives students the ability to earn credits at a faster pace than in a traditional 15-week semester. After an 8-week cycle is completed, students are then assigned into a new schedule with new coursework.

Instructional Hours. Classes consist of extended teaching times of 90 minutes each, with some courses merging periods together for 3-hour blocks. Classes are scheduled from 9:00am until 8:00pm, Monday through Thursday. Not all students will be enrolled in classes for all 6 periods each day, but will attend classes when their schedules allow, fitting coursework in together with work or family responsibilities. Each day of fixed-time instruction provides up to 9 hours of instructional time available for students. Each week includes up to 36 hours of fixed-length instruction.

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Center staff will adjust classroom schedules to meet the students' credit needs and their ability to attend classes for each term. On Fridays, students are able to continue on their online credit recovery courses, take diagnostic or formative examinations, work with a tutor or meet with their instructors in one-on-one meetings.

Because of the variability of student schedules within the 8-week terms, a student may not take time in all four subjects during a given school day. As a result of flexible scheduling to meet student body credit needs, some courses (including basic skills instruction) will be offered every term, while others (higher-level math and English courses) offered less frequently but at least every other term. For a student enrolled in any one of these classes, however, he or she would have minimum instructional times for the following subjects (chart at right).

- Language Arts: 1 ½ hours (90 minutes)
- Mathematics: 3 hours (180 minutes)
- Science: 3 hours (180 minutes)
- Social Studies: 1 ½ hours (90 minutes)

School Culture

1) The Excel Center culture is based on values included in their 3 R's: Relevance, Rigor, and Relationships.

Relevance. Students who enroll in The Excel Center after previously dropping out of school have demonstrated a clear motivation to continue their education, having recognized the challenges of life without a high school diploma. In recognition of the maturity and motivation of Excel Center students, the school's format reflects a school culture that benefits adult learners, including open discussion, self-directed learning, and personal accountability.

The environment within Excel Centers are designed to meet adults' learning needs by encouraging them to see the relevance and importance of their education, while providing flexibility to individuals who must balance, work, life, and family concerns with their education goals. The design of classrooms, public spaces, and resource areas are more closely aligned with a community college than with a traditional high school, allowing for freedom to choose study environments and study groups in an adult environment.

The Excel Center model provides a variety of academic opportunities that fit students' credit needs and learning styles. Students, with direction from staff, determine the pace and content of their academic program, allowing them the freedom to explore life, education, and career goals. Because programming is student-driven and tailored to the local community, the Excel Center culture embraces racial, ethnic, linguistic, and cultural diversity. The Center relies on student input and feedback to plan its course offerings each term, including Career and Technology Education (CTE) paths toward post-secondary certifications.

Rigor. The Excel Center's academic environment is designed to prepare students for post-secondary education, which requires self-direction, initiative, and personal discipline, but also provides supports by helping overcome life barriers and set realistic goals to continue their progress. Underlying the high expectations for personal accountability and achievement is the attitude that students are fundamentally competent to achieve their goals. This is communicated by teachers, coaches, and staff, and is shared among students who actively support one another.

This is especially important to reinforce student intellectual and social development for individuals who “failed” once before in completing a high school diploma.

Relationships. The basis of the life coach model is that people are more likely to be successful in meeting goals with the support and encouragement of at least one other adult. Adult learners benefit from strong relationships with peers and staff which provide consistent support for education, strengthen motivation to achieve goals, and build resiliency to overcome obstacles. Coaches will help students address life barriers and issues that prevent students from being successful in school. Life coaches are also a critical part of establishing a positive, success-oriented school culture.

Excel Center staff are therefore selected based not only on educational credentials but also on their emotional intelligence and ability to build relationships with adult students. Adults in particular respond better in a learning environment that respects the perspectives, experiences and views that they bring to the classroom.

Because the staff work with a unique population, non-academic staff development will focus on the ways in which staff can interact with students in creative and productive ways. Staff will also make use of TECN to share ideas and best practices on means of promoting student engagement and success. This process will be repeated at the beginning of the new academic year in July, allowing staff to recalibrate and prepare for a new academic year.

2) A typical school day for a student

Each Excel Center student has a unique schedule and course progression. To highlight the variety of ways that different students can access The Excel Center’s resources, two sample schedules are included for two students with different life situations.

Sample Student Schedule 1

Class Period	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	American Studies A	American Studies A	American Studies A	American Studies A	<i>Off</i>
Period 2					
<i>Break</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	
Period 3	Financial Foundations	Financial Foundations	Financial Foundations	Financial Foundations	Tutoring and Credit Recovery
Period 4	Math B	Math B	Math B	Math B	
<i>Break</i>	<i>Off</i>	<i>Off</i>	<i>Off</i>	<i>Off</i>	<i>Off</i>
Period 5					
Period 6					
Child Care	<i>Not needed</i>	<i>Not Needed</i>	<i>Not Needed</i>	<i>Not Needed</i>	<i>Not Needed</i>

This student attends school from 9:00am until 4:00pm each day. This student's schedule includes classes in American Studies A, Financial Foundations and Math B (remediation). The student also works with tutors and completes online credit recovery classes on Fridays.

Sample Student Schedule 2

Class Period	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					Off
Period 2	English 2	English 2	English 2	English 2	
Break	Lunch	Lunch	Lunch	Lunch	
Period 3	Math A	Math A	Math A	Math A	
Period 4	Off	Off	Off	Off	
Break					
Period 5	Health	Health	Health	Health	
Period 6					
Child Care	10:30am - 2:30pm	10:30am - 2:30pm	10:30am - 2:30pm	10:30am - 2:30pm	Not needed

This schedule accommodates a student with a young child who needs to use the drop-in center for childcare while she attends classes. During this time, the student is able to attend basic skills instruction (English 2 and Math A). Since her mother keeps her child after work, the student returns to the Center to take an online Health class, and goes home at 6:30. On Fridays she comes school for tutoring as needed.

3) A typical school day for a mathematics teacher

- A teacher will arrive at school around 8:00am. He reviews plans for the day's classes until class begins at 9:00am.
- From 9:00am to 12:05pm the teacher leads an Algebra IA course.
- The teacher takes a 50-minute lunch break.
- At 12:55pm, the teacher leads a Math A course which lasts until 2:25pm.
- The teacher then observes a credit recovery course where students conduct online credit recovery and answers student questions from 2:30pm until 4:00pm.
- From 4:00pm until 5:00pm, the teacher reviews the day's work, grades, and data, and prepares for tomorrow's courses.

Supplemental Programming

- 1) The Excel Center's calendar operates year-round with less than 2 weeks break between the end of the last term of the school year in June and the start of the first term in July. The pace and structure continue during the summer term as during the rest of the school year, operating at full capacity with complete participation of students and staff.
- 2) The Excel Center does not offer school-sponsored extra- or co-curricular activities, since its target population is adults who are already balancing school with life, work, and family concerns. Although school resources will not be devoted to athletic teams, music groups, or clubs, students are encouraged to create any interest groups they might choose.

3) A unique feature of The Excel Center is its focus on the whole student, including family and work responsibilities, and day-to-day challenges such as housing, transportation, probation meetings, and doctor appointments. Life coaches play the primary role in acting as academic advisor, counselor, mediator, advocate, and resource coordinator for Excel Center students. Teachers also coordinate with coaches to address student needs and concerns in order to promote success. Likewise, coaches are the primary liaison between school and the families of Excel Center students, assisting in communications when necessary and including family members whenever possible in celebrating students' successes.

4) A primary student-focused program that is integral to educational plans is the drop-in child care center which accepts children ages 6 weeks through 12 years (as space allows). This program not only gives students with children the opportunity to focus on their education by providing free on-site care, but gives their children a head start on their education through use of the HighScope curriculum. Parents may utilize the drop in child care any time they are in the Center and must provide their own care materials (formula, diapers, snacks, etc.).

The Excel Center also provides transportation assistance to students as needed in the form of free bus passes for local public transportation. Students must maintain attendance and academic levels and financially qualify for transportation assistance. These two programs have been key to provide adult high school students the necessary support to complete their high school education.

Special Populations and At-Risk Students

1) The Excel Center's unique curricular format, instructional methods, and class structure provide ample support for special student populations, meeting students "where they are." Since academically low-achieving students, students with disabilities, and other at-risk students have higher rates of dropping out of high school than the general population,^{xix} it is expected that many of The Excel Center's students will fall into a special population category. Students who were considered at-risk to drop out of high school (and did) are the primary target population.

To accommodate the range of student skill levels, aptitudes and backgrounds, The Excel Center offers flexible coursework (i.e., 8-week terms, small group instruction, remediation, certification courses) and individualized attention. The goal is to give each student a realistic and attainable path to educational success and sustainable employment. Each student creates an education plan with their life coach. This structure allows students with special needs to receive appropriate support, with their own Individualized Education Programs (IEPs) or Section 504 plans. It also provides specialized instruction and support for English Language Learners and Gifted students, as well as remediation to raise student skills to a high school level. Life Coaches provide academic and non-academic support for each individual.

The self-paced nature of the program serves both those with learning disabilities or limited English ability who may need to take one class at a time and those who are gifted and want to accelerate through the program in the least amount of time possible. The relevance of a high school education that leads to valuable career and dual-credit options for post-secondary education increases the chance for employment success for anyone along the spectrum, from those who may need on-the-job coaching assistance to those who have a graduate degree as part

of their career plan. The Excel Center maintains high expectations for all of its students in order to adequately prepare them for successful careers after graduation.

2) Students with disabilities will be placed in the least restrictive environment (LRE) possible and will be able to access the accommodations that best suit their abilities. Students receiving services spend a majority of their instructional day participating in fixed-length classes alongside the general student population, in small classes which allows an increased level of instructor attention. The remainder of the day they may utilize supplementary services as indicated in their IEP or Section 504 plan. Accessibility options with online curriculum allow students to access the same learning material as other students and work at their own pace.

a) Center staff will identify students with special education needs, beginning with the enrollment application process, complying with IDEA Child Find activities for all students up through age 21. This will include reviewing transcripts, talking with prospective students during application and enrollment, and contacting previous schools for a copy of the most recent IEP (if applicable). Excel Center will also use the Response to Intervention (RTI) process to better identify and support students with learning and behavior needs. If there is a concern by a student, family, teacher, or other staff member regarding a need for special education services, the RTI team will evaluate students and identify those who qualify as students with disabilities under federal and state criteria.

b) The Excel Center's goal is to provide individualized special services that address each person's strengths and abilities, empowering them to reach their full potential. During orientation, students with a history of special education services will meet with their Teacher of Record (TOR) and special education staff to discuss any services that may be needed.

Individualized services will be identified based on the needs of each student to allow each student remediation and supports as needed to access the general education curriculum and allow them to make progress toward goals outlined in his or her IEP or Section 504 plan. These individualized services may include small group instruction, extended time for instruction or tests and a reduced school day schedule, among other options. Specialized learning environments will also be structured as needed to meet the unique requirements of students with disabilities. Other services that may be made available as it relates to the learning environment include speech and language, occupational, and physical therapy.

The RTI team will serve as the Section 504 Committee within The Excel Center. The committee will develop written Section 504 plans for each student with a disability, stating the nature of concerns, the specific modifications and the related support services that will be provided to the eligible student. Each student will play an active role in the implementation of his/her IEP. The TOR is responsible for the implementation of each individualized service the student receives, communicating all accommodations and/or medications to other teachers and staff. Life coaches will work closely with the TOR to identify any additional resources necessary to ensure academic success.

c) Students with disabilities will be discussed during the RTI team meetings that take place each Friday to evaluate student progress and address special concerns such as lack of academic

progress, counter-productive behaviors or attitudes, or a lack of success with the current IEP/ Section 504 Plan. These plans will be monitored by life coaches and will be distributed by the coach to each instructor who teaches that student. Plans are required to be reviewed annually; however, a plan can be reviewed and amended at any time if the TOR, coach, or student deems it necessary. Each student's life coach will help students manage their learning plans and check in with students to monitor their progress.

In the rare cases when a student is unsuccessful in making progress toward IEP goals, the RTI committee will meet with the student and family (if applicable) to determine a plan to ensure the student's success in an alternative environment.

d) As the Indiana Department of Education recommends, all students will be encouraged to work towards a Core 40 diploma. In the event a student is unable to pass core classes and/or pass the ECAs, despite all available interventions, and after a conference with the student, the RTI team, and family as applicable, students will be permitted to seek a General Education diploma. To complete Excel Center graduation requirements, General Education diploma recipients must also earn a work-related certification that will improve lifelong employability.

In the process of earning their high school diploma, Excel Center students learn social skills and job skills needed for the 21st century workplace. Clearly identified transitional services and activities are part of each IEP/ Section 504 plan, including assessments to identify student interests and aptitudes as well as necessary post-secondary or workplace supports that may be needed. The TOR will also connect students to needed supports and assistance after graduating high school, including vocational rehabilitation as applicable. Eligible students may utilize these services through GIM if they choose to do so. Through vocational rehabilitation, students have access to college assistance, internships, work experience, job coaches, and job placement.

e) Teachers. The Excel Center's special education teachers will be licensed as special education providers, and will demonstrate understanding of the unique needs of students with disabilities and special needs. Teachers acting as the TOR will need to be able to use a student-centered approach to tailor learning and service strategies, such as one-on-one instruction, remediation techniques, self-paced lessons and computer-based tutorials, and will be expected to employ creativity and innovation in their educational approaches. Special education staff will also be required to demonstrate experience with behavior modification techniques, such as coping strategies, social skills, or anger management.

Life Coaches. Trained and compassionate professionals will be hired as Excel Center life coaches. These coaches will work with each student to address life barriers and issues that may have caused their decision to drop out of school, and maximize their potential of being successful in their educational program. The life coaches' goal is to keep students engaged and motivated, and constantly moving toward completion of their credits to earn their high school diploma. They work with students to identify potential short-term barriers – such as housing, child care, transportation, etc. – as well as long-standing issues, such as a lack of self-confidence. Coaches and TORs work closely as a team to facilitate learning plans, activities and services for all students, including those with an IEP or Section 504 Plan.

Because students all have flexible calendars based upon their unique situations, it is common to adjust plans to accommodate students with identified eligible disabilities. In fact, due to each student having a unique education plan, special education students may not be identified to classmates as such, and may avoid the stigma such students have in a traditional school. All accommodations for students with disabilities are put in place to allow students better access to the general education classroom and curriculum. Instruction strategies will be adjusted to meet the needs of all students, for example, by providing interventions to students by pulling them for small group work during class, and reviewing class and test data to make adjustments on a case-by-case basis.

3) The Excel Center will meet the needs of English Language Learners (ELL) through Sheltered Instructional Observation Protocol (SIOP), an instructional method which focuses on developing English language skills by interacting with course content.

a) ELL students are first identified as part of their enrollment application process. Students complete a Home Language Survey and can self-disclose any languages spoken at home other than English.

b) Students who indicate any languages spoken at home other than English take the World-class Instructional Design and Assessment (WIDA) to indicate their English language proficiency. This assessment results will indicate the amount of need for ELL support and measure progress on an annual basis.

ELL students with Lexile scores below 1000 will be enrolled in remedial English courses and progress through basic English skills instruction as they gain mastery. These students will access System 44, a proven foundational reading program, and Read 180 that is used for remedial reading with general education students to help them develop the reading skills necessary to enter into high school-level courses.

With the use of SIOP, teachers will plan explicitly for content adaptations for students who are learning English, building background knowledge, creating comprehensible explanations and stacked learning experiences. ELL students will also have access to additional review opportunities prior to mastery assessments.

Additionally, whenever possible, bilingual life coaches will be provided to ensure adequate communication of expectations, progress, and challenges. This will be especially important in East Chicago, where 50% of the residents speak Spanish, and 46% speak English as a second language.^{xx}

c) The Excel Center holds high expectations for ELL student achievement and continuously monitors ELL student progress through their classwork, formal and informal assessments, and test results, adjusting instructional planning as applicable based on student progress. When a student is able to achieve English language skills at a Lexile level 1000 on the Reading Inventory (RI), they will exit ELL services. Collective data on diagnostic and formative assessments, credit attainment and intermediate grades will be used to determine whether the school is providing sufficient supports for English Language Learners.

d) The Excel Center will provide professional learning opportunities to increase teachers' capacity to enrich language development. Teachers will support and learn from each other in a way that recognizes the interdependency of language proficiency and content instruction. Teachers whose students include ELLs will also receive professional development in the SIOP Model, which helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. In addition to content objectives, complementary language objectives address what language is needed for students to know in order to engage with the academic content.

Comparison of Content and Language Objectives^{xxi}

	Content Objectives	Language Objectives
Overall focus	Based upon ICCRAS for the content areas in the given subject.	Address what language skills a student needs to engage the content objectives, perform tasks, and achieve objectives.
Hint verbs and resources	Recognized by verbs related to knowledge of the content area: <i>identify, analyze, rank, construct, graph, divide, solve, visualize, design.</i>	Language resources include key vocabulary, language functions or ways students use language in the lesson, grammar or language structures, and language learning strategies: <i>read, write, listen, list, tell, discuss, journal, record, persuade, debate, draft.</i>

Whenever possible, bilingual teachers will be hired in communities where the concentration of ELLs are particularly high.

4) A student who enrolls in an Excel Center having dropped out of another school may continue to face many of the risk factors that led to leaving school the first time. Grade level groupings have little bearing on how a student progress through The Excel Center. By definition, almost all of the students may be “below grade level,” whether dropping out of school left a student far behind his or her cohort, or time away from school has left a student “out of practice” with academic material.

Many students will arrive at The Excel Center in need of significant remediation at levels far below high school-level work. Using standardized assessments, as well as review of student transcripts (as applicable), The Excel Center staff will identify the learning needs of students. Diagnostic assessments administered at intake in The Excel Center Network reveal that 70% of students test below a sixth grade skill level in math, and 45% score below a sixth grade level in reading.

The Excel Center utilizes RTI, a multi-step approach to providing services and interventions to students who struggle with learning at increasing levels of intensity. This involves determining whether students are learning and progressing optimally in areas of academics, social interactions, emotional growth, and behavior. Identification of the level of intervention needed by each student is based on standardized assessments, such as the RI for reading and the Excel-Designed Math Assessment (EDMA), a custom math assessment developed by GEI.

Tier I interventions provide evidence-based, differentiated instruction to meet the needs of all students. Teachers ensure that 80-90% of all students are academically successful with universal interventions. If fewer than 80% of students are successfully mastering the course content, Center teachers, in cooperation with INIS, will evaluate the core curriculum and instructional practices.

Students who are demonstrating below 80% proficiency of standards with core instruction alone are prioritized for Tier II intervention. Teachers provide small group supplemental instruction and other additional interventions as needed to this population which generally makes up 5-10% of students, monitoring their academic progress more closely than Tier I students.

Tier III interventions are reserved for 1-5% of students who require intense interventions. Teachers may need to provide individualized instruction focused on specific skill deficits to these students in addition to core instruction, with increased monitoring of academic progress.

Tier III coursework relies heavily on computer-integrated resources, including System 44 and Read 180 for English 1 & 2 and the EDMA-based Math A & B. Each of these courses provide personal learning progression for students and data on skill development for teachers. These programs are aligned with ICCRAS, ready students for secondary level coursework, allow students to earn elective credits.

Continued interventions are offered as long as they contribute to academic progress. If students are unable to demonstrate academic growth through ongoing assessments over two terms, even after extensive intervention, they may be referred to an outside provider for Special Education testing.

5) Students who enter The Excel Center with high levels of academic achievement (as measured by diagnostic assessments at intake) may be considered intellectually gifted. The needs of intellectually gifted students include the ability to exercise critical thinking skills, express creativity, and share ideas.^{xxii}

a) Gifted students will be encouraged to explore educational options at the post-secondary level through dual credit classes offered in cooperation with ITCC. This requires students to take the ACCUPLACER Placement Exam. As long as the student is co-enrolled, his or her college tuition will be covered by The Excel Center. Dual enrollment allows for an accelerated progression through post-secondary coursework which increases the likelihood of degree completion. Advanced coursework will also meet the intellectually gifted individual's need for academic challenges. As with other students, instructional strategies will be customized to encourage gifted students to explore their potential for challenging careers, including internships.

b) The life coach is a critical support to ensure all students are academically successful, which includes ensuring they are properly challenged to maintain motivation to complete classwork. The life coach work with instructional staff to provide educational opportunities that fit a gifted student.

c) The progress of intellectually gifted students will be assessed and monitored through standardized assessments, including ACCUPLACER. College-bound students will also be supported in post-secondary assessment tests such as the ACT and SAT, and encouraged to accumulate as many college credits as possible as they complete their high school diploma.

Student Recruitment and Enrollment

1) At full capacity, each of The Excel Center sites will enroll 350 students. The Excel Center's individualized approach works best in a small-school environment, giving adult students flexibility to learn at his or her own pace and providing an intimate setting designed to promote meaningful relationships of support between staff and students. Staff are also able to engage in consistent communication in order to operate effectively and efficiently.

Although access to Excel Centers will be available to any adult who would like to complete their high school diploma, research shows that minority (African-American and Hispanic) and foreign-born student groups are more likely to drop out of school. Children of low-education parents, academically low-achieving students, students with disabilities, and other at-risk youth all have higher rates of not completing school than others.^{xxiii} With its focus on adults who have not graduated from high school, The Excel Center will intentionally seek out prospective students from these under-represented groups. With thousands of individuals lacking a high school diploma in each of GLI target areas, the pool of prospective students to fill 350 available seats is substantial.

Each Excel Center will develop the schools' marketing plans based on previous experience of GLI and GEI in opening Excel Centers. The SD and staff will be responsible for student recruitment for the school but will be assisted by the marketing/communications staff of GIM and GEI in the development and execution of the school's marketing plan.

GLI anticipates recruiting through a number of new and existing community channels:

- Outreach to current and prospective partner organizations. Several meetings have been held with key political and educational stakeholders in Gary, East Chicago, and Elkhart to explain the aim of The Excel Center and its target student population. These meetings have laid the groundwork for future collaborative discussions through the planning, implementation, and operational phases of each new school. Additional connections are being made with GIM's workforce development programs and their social service partners in each community. Once its charters are approved, GLI will share The Excel Center concept with a broader number of organizations with special emphasis on new partners in business, government, education, and faith-based networks whose work focuses on underserved populations. This will expand the ability to place students in the appropriate setting to meet their current needs and future training and/or matriculation goals.
- News media releases. Information announcing The Excel Center as a new school option, school enrollment and application requirements will be released to all local media channels, including television, radio and print media. In addition to regular news coverage, The Excel Center will seek guest spots on the news, talk shows, and feature

segments. Radio and television ads will also be purchased in the Chicagoland and South Bend markets.

- Public information meetings. To supplement other strategies, a number of community-based informational meetings will be held to allow direct interaction with prospective students and allow them to meet staff, ask questions and pick up enrollment application materials. Target locations for public information meetings will include libraries, community centers, and on-site open houses.
- Social media. GLI will update its current website to include information regarding new locations, academic program descriptions, enrollment information, application forms, and frequently asked questions. Prospective Excel students are able to apply online. Facebook and email blasts will be utilized to disseminate opening dates and enrollment information.
- Word of mouth. Since its inception in 2010, strong word of mouth by successful Excel Center graduates and their families has been the most successful recruitment tool for attracting student applicants.

The Excel Center will market itself as a tuition-free adult high school, with benefits that exceed that of the traditional HSE. It will also market the free drop-in child care center and public transportation assistance.

2) Please see **Attachment 9** for The Excel Center's Enrollment Policy, which includes admission and orientation requirements, enrollment deadlines based on term start dates, lottery procedures and waiting lists, and policies regarding withdrawals and re-enrollment.

Student Discipline

1) Since The Excel Center is an adult high school, in which students choose to enroll (as opposed to being required by law), student discipline is less of an issue than in a traditional high school. Adult students are expected to demonstrate personal accountability and consideration for others at all times, as will be expected in college and workplace environments. The purpose of disciplinary action at the Excel Center is to ensure that both individual students and the school community remain focused on growth and learning.

If a conduct issue arises, progressive discipline will be used to assist the student in understanding that a performance problem and opportunity for improvement exists, and to assist the student in demonstrating improved behavior. Violence and illegal activities will not be tolerated in order to protect the safety of students and integrity of the school. Serious infractions will be thoroughly investigated and require a hearing prior to disciplinary action. All corrective actions will be monitored by the school director to ensure legal and policy compliance.

2) Please see **Attachment 10** the school's Discipline Policy. Adult students are trusted to follow policies and procedures unless evidence is produced that indicates otherwise. Positive behavior is promoted with attendance and performance incentives; which reward classes with strong attendance with pizza parties and advertise publicly the accomplishments of those who pass their

ECAs. Staff members, especially life coaches, recognize the importance of celebration of successes combined with the earnest nature of seeking a high school diploma.

Parents and Community

1) The Excel Center is a unique education option for adult students to attend high school and earn a high school diploma, offering on-site classroom education to adult students. The Excel Center model has been proven more than 6 years to produce successful graduates in Indiana communities. High school completion options for adults are limited, and the following table represents options Lake County adult residents currently have to complete a high school diploma or equivalent.

	Enrollment	Letter grade	Delivery	Algebra ECA pass rate	English ECA pass rate	Graduation rate
Gary Middle College	284	N/A*	Blended	39.5%	38.8%	8%
Hoosier Academy Virtual Charter	4151	F	Online	53.3%	75%	17.2%
Lake Ridge Adult Education	Unk.	N/A	Blended**	N/A	N/A	N/A

* Student population too small^{xxiv}

** HSE and ASC classes

2) In Gary, there are 10,900 adults who lack a high school diploma. In East Chicago, there are 5,700; in Elkhart, 8,700. This is a large population who would benefit from an Excel Center in their community. Although an HSE or credit recovery program provides needed credentials to a small percentage of high school dropouts, The Excel Center offers an educational experience that prepares students for post-secondary programs and/or increased career opportunities. In South Bend, 12,000 adults lack a high school diploma^{xxv}. TECSB has a projected enrollment of 300 for its second term, exceeding its goal of 275 in the second year. In the same way, it is very likely that schools in Gary, East Chicago, and Elkhart will be able meet their enrollment projections.

3) Since The Excel Center is an adult school, it is doubtful that many parents of students will be directly involved in the school. Engagement activities, such as open houses, will be focused on prospective students looking for a second chance to complete their high school education. With student permission (or if a student has a legal guardian), family members may be encouraged to meet with teachers and coaches to collaborate on solutions to academic and non-academic barriers to success. Family members will also be encouraged to participate in celebration events such as graduation. Additionally, any member of the community may apply to volunteer as a tutor at an Excel Center.

4) The Excel Center provides free drop-in child care resources to any student who is a parent or legal guardian of a child ages 12 and under. Transportation assistance is also offered in the form of free public transportation bus passes in cases where transportation issues may prevent student

attendance. Life coaches are very resourceful and quickly connect with community agencies on behalf of their students, no matter what barriers to family well-being or student success arise.

As an affiliate of GIM, Excel Center staff will be able to work with workforce development staff who run programs serving ex-offenders, at-risk youth, first-time mothers, and other underserved populations to find solutions to non-academic challenges. Additionally, GLI will be able to build on GIM-established partnerships with local businesses for job training and placement, and access social service organizations to provide housing, counseling, legal aid, and other needs.

GLI also plans to partner with ITCC, as well as Indiana University and Purdue University affiliates in or near Gary, East Chicago, and Elkhart to increase educational opportunities for students. Future relationships with community organizations or individuals will be pursued as available, such as the pending invitation to join the Education Committee of the Gary Chamber of Commerce.

5) Please see **Attachment 11** for evidence of community demand, engagement, and support from local social service agencies. The attached letters reflect meetings with community leaders in the three target communities that have demonstrated a genuine interest and support for the potential positive impact Excel Centers will have in their communities. Please see pages 2 and 3 in the Executive Summary for a complete list of community contacts.

Community partners will be critical to the school's success. To date, The Excel Center has garnered significant community support for the school and will continue to engage with the community. A detailed plan to accomplish successful community engagement during the school's pre-opening period and leading into the school's first year is outlined in **Attachment 16, Start Up Plan**.

Performance Management

1) To support student progress, The Excel Center will create a supportive environment that promotes flexible and individualized learning while adult learners manage the various demands and challenges of work and life. GLI anticipates that Excel Centers located in Gary, East Chicago, and Elkhart will be held to the same performance standards as TECSB, as well as other Excel Centers authorized by ICSB. The anticipated student population faces significant academic and non-academic challenges. School-specific goals mirror the particular challenges of working with this target population. Due to the uniqueness of The Excel Center model, the ISBOE has approved alternative accountability metrics in order to hold Excel Centers accountable to high performance standards.

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The table, below, outlines the academic performance goals of the school.

Academic Performance Goal	Measure
The Excel Center will enable students who have dropped out of school or who are at high risk of dropping out to earn a high school diploma.	The school will have at least a 70% graduation rate (as measured by ISBOE's approved modified, non-cohort-based graduation rate*).
Students at The Excel Center will meet the same rigorous standards for achievement and high school graduation as students in a traditional high school setting.	At least 90% of all graduates will have passed all mandatory state assessments, graduating without a waiver.
Students who graduate from The Excel Center will demonstrate the ability to succeed in post-secondary academic environments.	At least 80% of The Excel Center's graduates will graduate having either earned college credit or an industrial certification.

*Calculated by taking the number of graduates in a given school year divided by the school's average ADM count for that year, multiplied times four years of traditional high schools

The Excel Center school will not organize data at the cohort level. A student who has dropped out of school and then returned no longer has a cohort; students arrive and finish at various times at The Excel Center. Performance goals reflect the mission of the school by focusing on rapid student progress, graduating from high school, and connecting students to post-secondary education.

On an ongoing basis, school-wide data indicators will be used to monitor whether the school environment is providing sufficient academic opportunities for students who enroll in the school. School-wide attendance metrics, credit attainment, and assessment scores are all used to ensure that the school is operating effectively and that there are not any major performance difficulties affecting the school. Annual indicators – the total number of graduates for the given year, and the percentage who obtain college credits or certifications – provide an ongoing metric of how many individuals have achieved The Excel Center's primary goal of graduating students who have not previously succeeded in completing high school. The post-secondary enrollment metrics indicate whether students are prepared for either the workforce or continuing their education beyond The Excel Center.

On an annual and term-wide basis, The Excel Center measures the progress that students make in reaching their educational goals. In addition to higher-level attendance analysis, the school director will lead the staff in evaluating the pace that students are earning credit, including their progress in current courses and toward graduation, noting that a consistent pace of credit attainment towards graduation indicates progress. The long-term success of individual students is related to whether students are able to graduate (as measured by credit attainment and passing end-of-course assessments) and whether students enroll and complete and/or persist in post-secondary education. Staff will also measure graduation attainment and make every attempt to monitor the post-secondary success of students who graduate.

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2) The Excel Center will administer regular testing to assess student learning needs and monitor academic growth, beginning with administering baseline placement assessments upon enrollment. Placement assessments in humanities include the RI and the Phonics Inventory (PI) for students whose Lexile measure is below 600; Placement assessments in mathematics include the GEI-created EDMA. The WIDA will also be administered to ELL students to assess the need for English language services.

Course placement will be determined based on these assessments and a review of previous high school transcripts. Each student's education plan will detail any basic skills development that should take place in order for students to perform at or above a high school level. For those who are engaged in remedial work, assessments will be made each term to determine student progress. For those already taking high school-level coursework, students will focus on the ECAs required for graduation, just as traditional high school students do.

3) Students with dual enrollment at ITCC or who are planning enrollment at other post-secondary institutions, must pass the ACCUPLACER assessment test. The collection, analysis, and sharing of data is critical to the success of The Excel Center and its students. Teachers, staff, and leaders will use Harmony Solutions as the school's student information system (SIS) to collect and enter student data for the school. As part of the iExcel orientation process, staff will collect student demographic information, record transcripts, and organize student data. As classes are underway, teachers will record attendance and grades through Harmony.

Management of student data is the responsibility of TECN's registrar, based out of Indianapolis. The registrar is solely devoted to Excel Center operations. The registrar reviews data entered by each location for quality and completeness and requests changes made by staff at the local level in cases where data are incomplete or entered incorrectly

The Excel Center will receive data services through INIS to provide advanced analytics of school performance. The SD will generate reports necessary for staff to perform ongoing assessments of school performance, highlighting attendance, grades, and credit attainment at both school-wide and class groupings. The registrar will submit all required state reports on a timely basis. Data reports will be available to the school community as upon request.

4) The information system the school will use to manage student performance data is Harmony, a nationally recognized SIS. Data from Harmony is linked to the data warehouse, allowing Center staff to use the reporting interface and analytical tools that available to all TECN schools, under license from INIS.

The SD will be responsible for interpreting assessments and reports for classroom teachers and coaches, providing data via dashboards and ad-hoc reports that provide additional insights to patterns and indicators, making it easier for teachers and the school leader to make data-informed adjustments to the school's academic program. The dashboards provide an easy-to-follow presentation of current performance.

INIS maintains this warehouse in a custom Structured Query Language (SQL) database that selects relevant data from the Harmony database. The warehouse then uses Tableau Software®

to present the data in dashboards, and in canned and user-defined reports, a process guided by GEI's Director of Data Services.

The data warehouse dashboards were designed by Excel Center teachers and school personnel to meet the specific needs of The Excel Center model, allowing staff to analyze key factors that drive academic performance across a multiple of variables (test scores, student demographics, attendance, discipline, etc.). Data analysis within the Excel Centers have been used to identify which students were in danger of not passing classes, allowing teachers and coaches to reallocate resources to ensure student success.

5) INIS will support the training and implementation of the data warehouse in Excel Centers, instructing all teachers in how the data warehouse and Tableau software can be navigated to make data-informed decisions on academic progress, identify student groups who may require alternate instruction, and evaluate the effectiveness of the current curriculum and instructional practices.

TECN will be available to answer questions related to school performance across the entire network, comparing performance across locations, and doing deep analysis into why certain schools perform better than others or suggesting ways to improve performance among special student populations. The summary results of these reports will be shared with every school in the network, giving school leaders insights on where high-performing best practices may be found.

It is a key priority of the professional development plan to equip school staff to use and analyze data to improve instruction. TECN will also train Center staff in the use of data management to inform the RISE Evaluation and Development System. Teachers will learn how to use assessment data to plan their curriculum, track student data, and analyze progress. They will then be evaluated on their ability to use data to develop and improve their instructional practices.

6) Data will be used to monitor progress at the individual student, classroom, and school levels. In the event that progress falls short of Center, ICSB, or Indiana goals, an array of strategies may take place to improve student outcomes.

Student. Assessment data will reveal if student progress is off track in meeting grade expectations or progress. In these cases, staff will meet to discuss alternate ways of providing supports for students, including increasing the amount of one-on-one attention a student receives; altering the balance of online credit recovery and classroom instruction; working with the coach to identify life barriers that may be impeding academic progress; or altering the pace at which the student is learning.

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Classroom. Poor performance indicates that instructional staff have not been successful at encouraging student growth, or that current instructional methods are not effective. If data indicate students are not demonstrating mastery, then the instructor is in need of additional supports to bring students up to standards. In the rare instance of extremely poor performance, it may be necessary to move a teacher into another assignment and have alternate staff work on achieving better outcomes.

School. Consistently poor performance may be the result of a number of factors, including organizational culture, poor process orientation, and leadership deficiencies. At the request of the SD or ED, INIS has the ability to assess whether a Center is operating in fidelity to The Excel Center model, and what particular tools may be needed to improve school performance. The team from TECN may be able to schedule intensive trainings, peer mentoring among SDs, and hands-on management for the school if performance is not successful. In cases where a school consistently falls short of expectations, the Board or ED may deem it necessary to find other leadership to operate the school or renegotiate terms of service with INIS.

Section III: Implementation Plan

Legal Status and Governing Documents

- 1) Please see **Attachment 12** for copies of governance documents for GLI, Inc., including a 501(c)(3) Determination Letter, Articles of Incorporation, Board Bylaws, and the Code of Ethics/Conflict of Interest policy.
- 2) Please see Article X of GLI's Articles of Incorporation, which includes a dissolution clause, in **Attachment 12**.
- 3) Please see **Attachment 13** for completed Statement of Assurances form, signed by Randy Beachy, authorized representative of GLI.

Human Capital

School Staffing Structure

- 1) Please see **Attachment 14** for an organizational chart for all TECNI schools at full capacity (Year 1 of Elkhart will be Year 3 for Gary and East Chicago). The chart identifies all administrative, operational, instructional and non-instructional personnel, as well as specialty teachers.
- 2) GLI currently operates one Excel Center in South Bend, Indiana. The vision for growth for The Excel Center of Northern Indiana is to open two charter schools in Lake County in 2017 and a charter school in Elkhart in 2019, each with a student enrollment of 350 at capacity. Please see **Attachment 15** for information relating to projected staffing needs for the entire school network (including South Bend) over the next five years.

School Leadership & Staff Hiring, Management and Evaluation

- 1) The Excel Center will begin recruiting School Directors upon receiving charter approval. Until each new SD is selected, the ED will provide leadership over the school opening process. New SDs will then participate in the recruiting, hiring, and training process for new teachers. In accordance with the requirements of IC 20-24-6-5, INIS staff verify the licensing of all of the teaching staff that are presented as candidates.

Key selection criteria for new teachers will be:

- history of high performance either as a teacher or education student
- social science background and/or a demonstrated compassion for the underserved
- interest in and/or aptitude for adult education, including high emotional intelligence
- experience in and/or knowledge of a variety of instructional strategies
- creative problem solving and critical thinking skills
- ability to adapt quickly to new environments or circumstances
- desire for continuous learning and improvement
- positive attitude and history of encouraging others

To hire high quality staff, The Excel Center's initial strategy will be to recruit individuals with a track record of high performance from within The Excel Center network. TECN will seek to develop a pipeline of qualified individuals to direct the operations of future schools, providing professional growth opportunities, and partnering with GLI as it opens schools in Northern Indiana. The Excel Center will also use traditional recruitment strategies such as job posting on the IDOE job bank, GIM's website, Indeed, LinkedIn, and other job sites; and attending career fairs at local colleges and universities. New staff will be selected after interviews with school leadership and peer panels.

2) The staffing plan provides teachers with easy access to instructional experts and streamlines the academic program of the school, essential for the school to operate effectively in 8 week terms. The SD will provide overall leadership, accountability, and access to data. The Lead Teacher will act as the academic leader and mentor teacher to other instructional staff, providing expertise in curriculum and instruction strategies as well as accountability. Working in both interdisciplinary and departmental teams, teaching staff will be best prepared to receive immediate feedback on their instructional practices and develop appropriate strategies to best serve students.

Coaches will support teaching staff by providing student feedback and participating in education planning. Staff will also regularly meet to discuss student data to identify areas that need improvement and to make quick adjustments during the school year. This combination of teamwork, process improvement, and adaptability will ensure that every student at each Center has access to excellent teaching.

The Excel Center model is an innovative adult education solution. It incorporates technologies through a comprehensive data warehousing system which allows staff to evaluate individual and class data to improve outcomes. Teachers and staff take on roles not normally found in traditional schools. Teachers co-teach interdisciplinary classes and adjust instructional techniques to address student needs. Coaches provide wrap-around support, helping students meet academic and non-academic challenges. Support staff, such as the special education coordinator, work with teachers and coaches in ensure the best possible student outcomes.

3) The Excel Center network utilizes the RISE teacher evaluation rubric as a means of monitoring the effectiveness of best practices in the classroom. All instructional staff are evaluated at a minimum of five times per school year (at least once per term) with the summative scores from these evaluations determining the instructor's annual raise, bonus, and rehire eligibility for the upcoming school year. School administrators will conduct at least 2 formal observations throughout the school year; informal evaluations will be frequent and based on observations and self-reporting of progress through a term, and will be more frequent as a new Center opens. If a teacher requires a performance improvement plan due to a low score on any of the five evaluations, they may be subjected to further evaluations throughout the school year. Instructors, regardless of evaluation status, may request more observations throughout the school year.

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The ED will evaluate the SD based on their performance on the RISE evaluation rubric, the attainment of school performance goals, and an annual performance and development review. Likewise, teachers will be held accountable by the SD for their performance under the same guidelines, except their focus will be on student performance within their classrooms. The Lead Teacher will assist in these evaluations as appropriate.

The RISE evaluation for classroom instruction can be broken up into four key components measuring different aspects of teacher effectiveness. Each Center has the discretion to use professional judgement in how they implement the RISE rubric. It is important that teachers are evaluated using multiple measures, such as instructional observations, student achievement, and school-wide learning measures.

- Purposeful planning, including the use of data when creating lesson plans
- Classroom instruction, engagement, and behavior management
- Teacher leadership within the school and willingness to collaborate with peers
- Core professionalism such as attendance, punctuality, adhering to school policy, and respect for students, peers, and school administration.

Teachers are also asked to develop Class Learning Objectives and Targeted Learning Objectives to collect student growth data and differentiate instruction to ensure the success of all students. Teachers will be evaluated based on student growth measured at the end of the term through summative assessments such as teacher- designed finals, ECAs, or a certification exam. The instructor will also be evaluated by the school's accountability rating by the IDOE.

As the ED is responsible for ensuring that all Centers are running effectively, efficiently, and producing high student performance results, GLI's Board of Directors ultimately holds the ED accountable. The ED bears the responsibility of holding each SD accountable for the performance of their Excel Center site; the SD ensures performance of teachers at his or her Center.

4) For those staff members who are placed on an improvement plan, it is the responsibility of the immediate supervisor (Lead Teacher, SD, or ED) to provide concrete action steps for the instructor to follow in order to move their overall score to "effective". If an instructor is on an improvement plan for more than one term, the director will discuss this with school and network leadership to determine the appropriate next steps, which may include forfeiting their eligibility for rehire.

All employees are required to work in consort with The Excel Center's basic principles and in accordance with the employee handbook. Failure to abide by The Excel Center's standards of conduct will lead to disciplinary action, including termination of employment.

Whenever leadership or teacher changes can be anticipated, current staff members will train their replacements. Succession plans will be built into the fabric of each Center, encouraging increased development and responsibilities for consistent high performers to groom them for promotion to the next level. Additionally, the team-based format of instruction will allow for mentoring within departmental and education plan teams to bring new hires up to speed.

School leadership members utilize evaluation data to determine the professional development needs of individual instructors, as well as areas of growth for their entire instructional team. Continuous learning is a value of The Excel Center model, and staff members will be encouraged to pursue professional development and share best practices within their teams and TECN.

5) Employees of The Excel Center will be employed by GLI. They will be at-will employees and not use contracts. Base-level salaries for TECNI positions are listed below. The salaries for staff will be on par and competitive with the salaries of the local school corporations where each Center is located.

Position	Base-Level Salary
School Director	\$65,000
Lead Teacher	\$55,000
Teacher	\$42,000
Special Education Instructor	\$42,000
Lead Coach	\$40,000
Life Coach	\$35,000
Office Manager	\$32,000
Drop in Center Coordinator	\$35,000
Childcare Attendant	\$20,800

The following are the basic benefit programs in which full-time employees may participate:

- Comprehensive Health Plan (2 options)
- Employee Life Insurance
- Comprehensive Dental/Vision Plan
- Section 125 Plan
 - Pre-tax Health & Dental/Vision Plan premiums are available when you enroll
- Retirement:
 - 403(b) Retirement Savings Plan
 - Teacher Retirement Fund
- Employee Assistance Program (EAP)
- Tuition Reimbursement
- PTO/ Vacation Days

The Excel Center incentive program aims to reward high-performing teachers by increasing their compensation. Teachers who are identified as “highly effective” during their RISE evaluation are eligible for a performance-based bonus, as funds are available; “effective” and “highly effective” teachers are eligible for merit-based raises.

Professional Development

1) The SD ultimately ensures the implementation of the professional development plan and facilitates the professional learning process. The ED, with the assistance from TECN and with input from SDs, will craft professional development plans, materials and resources based on local school needs as determined by teacher evaluation and student achievement results. Lead teacher(s) at the school will assist the director in facilitating and modeling professional learning experiences and providing feedback as teachers implement novel practices.

The Excel Center will incorporate job-embedded and student-focused professional growth opportunities into all components of professional development to attain continuous instructional improvement focused on student achievement. For example, during year one of school operation, internal professional development focuses on implementation of the core instructional strategies essential for meeting the needs of adult high school students. In subsequent years, teacher evaluation results combined with student achievement data will drive the professional development scope and sequence, leading to a professional development plan that includes opportunities for school-wide and individualized professional learning.

2) When a new SD is hired, he or she will undergo a series of professional development trainings, including time spent in TECSB as well as veteran Excel Centers in Indianapolis. This initial training series provides an overview of the school model, including its mission, vision, and core values. School and class observations will give new SDs a clear sense of student needs, roles of staff members, and school culture as well as course and classroom structure compared to a traditional school environment. SDs will also develop an awareness of the data tools and resources available to schools within TECN.

The SD will attend an iExcel to better understand the school opening and student orientation process and participate in available trainings developed by TECN. Additionally, SDs will be invited to attend any of the monthly director meetings with other Excel Center leaders and INIS support staff. This collaboration will ensure that all sites are implementing best practices, while also looking to grow school leaders professionally.

Randy Beachy, the ED, will meet every two weeks with the SD to discuss performance metrics, responsibilities, staffing, budget, data metrics, opportunities for improvement & development. After the first year, these meetings may decrease to monthly, based on the competency and experience of the SD.

3) Excel Center professional development is designed to help teachers improve instruction and relationships with their student population. Both objectives are important to create a flexible yet rigorous educational program that promotes the achievement and success of each student enrolled, no matter where they start their journey.

- 4) At the beginning of the new school year, new staff will undergo a two-week orientation:
- **Day 1:** Adult student population & poverty simulation
 - **Days 2/ 3:** Staff retreat and team-building
 - **Day 4:** Orientation to The Excel Center, staff and student handbooks
 - **Day 5:** Tour of GIM and key areas; Training on online credit recovery

- **Day 6:** Operational introductions (IT, online testing, transcripts)
- **Day 7:** Coaching practices, Special Education, and ELL
- **Day 8:** Curriculum training and blended courses
- **Day 9:** Contextualized learning and career pathways
- **Day 10:** Tours of industry partners and staff collaboration

During the ten days of professional development, teachers will work with experienced Excel Center instructors and coaches to learn about the unique social, cognitive, personal dimensions of the students. Teachers will learn about the gradual release of responsibility instructional strategy, and become deeply familiar with their curricula and best practices for content delivery. During the first ten days, teachers will familiarize themselves with school policies and learn how to use the student information and learning management systems.

The intensive ten days of professional learning will prepare all teachers and staff for a highly productive school year. All professional learning experiences are participant-centered and provide time for interaction, questions, and the development of strategies and materials that may be immediately implemented in the classroom. TECN, in coordination with INIS, will assist GLI in developing a schoolwide professional development plan.

5) During the school year, an additional nine days are dedicated to professional development related to the school curriculum and instructional practices, teacher collaboration and planning, and refinement of practices for the purposes of continuous improvement. These professional development days will be dedicated to addressing any issues that arise throughout the school year and following routine data analysis of student achievement results, including credit attainment, performance on assessments, performance in the classroom, and attendance.

Teachers do not have scheduled classes on Fridays, and may use that time for teacher preparation and staff collaboration. There are 38 Fridays scheduled as planning days in the proposed 2017-2018 school calendar, and they are designated for staff to hold meetings, plan lessons, establish collaborative plans, hold special education conferences, and meet one-on-one with students.

Lead teachers and lead coaches routinely lead data meetings to discuss school-wide, caseload, and individual student results. Because the lead teacher does not teach a full course load, he or she has time to prepare data and create meeting agendas for maximum effectiveness. The SD and lead teacher facilitate the instructional improvement meetings, and prepare focused, data driven, highly effective learning experiences for teachers.

6) The professional development program will be evaluated based on school-wide and classroom achievement measures, as well as student improvement on interim assessments. Additionally, staff members will be encouraged to provide feedback on the effectiveness of professional development in improving their ability to promote student success.

Start-Up and Operations

1) Please see **Attachment 16**, for a detailed start-up plan for the period leading up to the first day of student attendance for the proposed school, including planning tasks and individuals responsible for each task. The projected start date for Gary and East Chicago schools is July 17, 2017. Elkhart will start in July of 2019.

2) The Excel Centers do not provide transportation for students, due to the extended hours of operation and schedules that vary widely student-to-student, based on their unique abilities and/or family and work obligations. The school will use several options for student transportation:

Biking/ Walking. Each new school that opens will be located in areas with significant need. For example, the census tract in which TECSB is located in an area where 53.7% of the population is below poverty level, 29.6% over the age of 25 have below a high school education, and 82% of the population are minorities.^{xxvi} This allows The Excel Center to be within walking or biking distance of many student's homes and work locations.

Public Transportation. The school will be located on or near to at least one bus line. In Gary, the Gary Public Transit Corporation has 6 regional routes and 5 city routes that operate from 5:00 am to 9:30 pm. GPTC connects with East Chicago Transit, which offers 3 routes and connection to the South Shore train, providing services at no charge. The Elkhart Interurban Trolley also provides public transportation between Goshen and Elkhart and connects with South Bend Transpo. For students with income limitations (less than 185% of federal poverty guidelines), bus passes will be provided as needed.

Private Vehicles. As adults, many students will either own cars or have access to them and will be able to transport themselves to and from school. The close-knit student community also lends itself to carpool arrangements.

The new schools do not anticipate scheduling extracurricular events like field trips or athletic events, although college visits will be encouraged. Although the MVHAA does not apply to adults, staff members will connect any student with supports needed to maintain school enrollment, including housing assistance and bus passes. All public transportation services utilized by current and proposed TECNI schools run ADA-compliant Paratransit services, which meets IDEA requirements. The special education coordinator will ensure transportation is adequate and note any supports in the IEP or Section 504 plan.

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3) The safety and security of students, staff, the facility, and all school property is a top priority for Excel Centers, and school leadership will take every step necessary to ensure that students and staff are prepared for any foreseen or unforeseen emergency, disaster, or threat. To that end, TECN has developed an Emergency Response Procedure Handbook which outlines the school's plans and procedures in the event of a fire or other environmental disaster, tornado, earthquake, nuclear or chemical contamination, any event concerning guns/weapons, a hostage situation, bomb threat, suspicious vehicle, riot/civil unrest, or other emergency situation requiring a school lockdown or evacuation. As required by law, each Center will participate in mandatory fire, tornado, and lockdown drills. A copy of The Excel Center's Emergency Response Procedure Handbook is provided to all staff and available to ICSB at any time upon request.

Each school will have a full-time security officer who will monitor the entrance and scan active security camera feeds located throughout the school. The Excel Center will employ both an employee- and student acceptable use policy concerning technology and internet use, which will be communicated in the staff and student handbooks. The purpose of school-provided Internet access is to facilitate communications in support of research and education, and the acceptable use of electronic resources will be monitored by staff.

4) The Excel Center does not meet the ICSB definition of a blended learning of virtual charter school.

5) Please see **Attachment 17 for** an estimate from an insurance agent for property and casualty insurance coverage that aligns with ICSB insurance requirements.

Facility Plan

1) For East Chicago and Elkhart, GLI is in the process of identifying facilities. A potential site is a former administration building for SCEC at on 144th Street, also around the corner from ITCC. GLI had identified a second site, a School City of East Chicago (SCEC) middle school building located on Indianapolis Blvd. that had been closed due to low enrollment. In August, an SCEC elementary school relocated into the middle school. This location is across from the high school and a mile from ITCC.

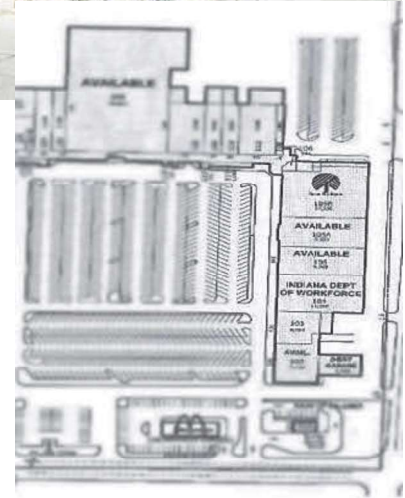
In Elkhart a potential site has been identified on US 33, a part of Peddler's Village, on the north side of Goshen, 3 miles outside of Elkhart city limits, in Concord Community School District. A second site has been identified, a former bank building located in downtown Elkhart, in Elkhart Community School District. Goshen-based real estate developer Hoogenboom-Nofziger will assist in procuring an acceptable site prior to 2019.

Any renovations that may be needed in selected school sites will be financed through a loan with GIM and incorporated into the cost of the lease, when applicable. In the same way that GLI managed compliance with state and local health and safety requirements when managing a \$1.2 million build-out for TECSB, transforming a former engineering building into an adult school equipped to serve 350 adults, it will have the capacity to manage compliance with any such requirements for all new schools. The experience will also inform projections for all facility-related costs.

2) For Gary, a facility has been located at 3596 Village Court, as part of the Village Shopping Center located on the corner of Grant St. & 37th Avenue. This facility already houses WorkOne Gary, where GIM operates a WIOA-funded out-of-school youth program. It is located in Lake Ridge New Tech School District. Ascend Realty is assisting with the details of the leasing contract, including balancing the lease rate with renovation costs. These costs are reflected in the budget.



Once built out, the proposed 18,020 sq. foot facility (combined space between Dollar Tree and WorkOne) will reflect the current space in South Bend, including 13 classrooms, a computer lab, a drop-in child care, a student lounge, 3 large group meeting rooms, and 8 offices. Handicapped parking is available and everything is located on the ground floor.



Budget and Finance

1) As an affiliate of GIM, GLI has a designated accountant to manage accounting, purchasing, payroll, and the required annual audit, supported by GIM's CFO and support staff. INIS will also provide administrative support and best practices. The same strict controls that the CFO has kept in place for GIM for the past 16 years will be in place to ensure long-term financial viability.

2) Please see **Attachment 18** for a detailed 5-Year Pro-Forma Budget for the schools and a network-level budget. (no template is provided).

3) Please see **Attachment 19**, for a budget narrative that aligns with the 5-Year business plan.

4) GLI has been a nonprofit since 2015 and will be the charter holder and governing entity for these 3 new schools. Please see **Attachment 20** for the most recent internal financial statements including balance sheets and income statements for both GIM and GLI, and **Attachment 23** for the last three years of audited financial statements and management letters for GIM, GLI's parent organization.

Section IV: Portfolio Review and Performance Record

- 1) See **Attachment 21** for a summary of every charter school managed by INIS as ESP, as prepared by GEI with available data, including demographics, ECA results, and number of graduates. INIS has acted as ESP for these organizations since its inception in 2013.
- 2) Because The Excel Centers are the only high-performing adult high schools in Indiana, evidence regarding TECN as a whole is provided below.
 - a) The Excel Centers in Indiana have experienced many positive results. To date:
 - Students, on average, earn a high school diploma within 2 years;
 - The Excel Centers in Indiana have produced more than 2,000 graduates;
 - 82% of graduates have received an industry-recognized credential before graduating; and
 - 75% of graduates are employed or enrolled in college immediately after graduating.

A research study conducted in Indiana looked at state-level wage data and determined that there are significant benefits to employment levels and earnings for Excel Center students. Graduates (compared to their high school dropout cohort) created a total benefit of \$9,330 per student, and students who attended but did not graduate had a benefit of \$835 per student. ^{xxvii}

- b) The uniqueness of The Excel Center model, which is based on scientifically-based evidence, including staff who work actively to eliminate students' academic and non-academic barriers, contributes to positive results in personal, academic, and professional growth for students.
 - c) The biggest challenge Excel Centers face is that all students haven't completed high school, making them automatically at-risk. Additionally, since it is a unique student population, traditional educational approaches and assessments are often not applicable, and must be customized to student populations who vary from class to class and school to school.
 - d) The Excel Center started as a self-paced blended learning model, but discovered it was insufficient to meet the needs of the adult high school population, especially since the reading level (9th grade) was above most students' abilities. Additionally, talented teachers needed to teach, not merely act as proctor to an online program. Remediation courses were created and technology-based curriculum was used as a support rather than a sole source of instruction. Shorter terms (8 weeks) were implemented to increase the pace of credit attainment.

After two years, Excel Center leadership recognized that students involved in college and career readiness classes had increased success earning their diplomas. These classes were made part of all students' course progression, and dual enrollment courses were added, mandating at least some post-secondary. Two years ago, SDs noticed the lack of high-wage career opportunities available to graduates and focused on high demand industries for post-secondary credentials.

Over the past six years, through trial, error, and consistent documentation of effective practices and strategies, each new school in TECN starts with an increased chance of success. Excel Centers continue to be student-centered and employ strategies that encouraged increased buy-in from students.

3) Gary Middle College (GMC) is the closest school with similar demographics to the target student population for The Excel Center- Gary. GMC is a high school that serves ages 16 and older. During the 2013-2014 school year, they had an enrollment of 284: 98% were minorities; 31% received free or reduced lunches. Although GMC's enrollment was too small to receive an accountability grade, the school performance is relatively low.

a) Results which may indicate that performance is unsatisfactory are the attendance rate (75%), the dropout rate (43%), the ECA passing rate (40% Algebra, 39% English), the percent who earned dual credits (4%), the graduation rate (8%) and the number who enroll in college after graduation (33%).^{xxviii}

b) Gary Middle School serves a difficult population. Many students may have been expelled from other schools or just dropped out. However, the following may be reasons the school has not been as successful as hoped:

- Mixed ages. Traditional aged high school students have a different set of challenges than adults. Not only does this make instructional strategies difficult, it hampers the sense of community adults have in working together.
- Blended learning. Founders of The Excel Center model discovered early on that relying heavily on online-based instruction is difficult for individuals who may have difficulties with self-direction and discipline.
- Large class sizes. Gary Middle College has 2 staff members who provide counseling and social service services, and 5.5 who are licensed teachers. This is a 1:22 ratio of staff to students, including the custodian.
- Time commitment. Although Gary Middle College offers evening classes as well as day classes, their minimum requirement of 4 hours a day may make it difficult for students to stay with the program while working or caring for family.

Specific strategies that TECSB employs to improve performance are:

- Adult-focused education. Every student who comes to The Excel Center having failed high school completion and having a desire to further their education. They attend school because they want to and they support one another in the endeavor.
- Direct classroom instruction. With the exception of online remediation programs to assist students in reaching grade-level skills, all classes are delivered face-to-face in a classroom environment. Open discussion and critical thinking are encouraged.
- Individual attention. TECSB has 13 licensed teachers and 5 life coaches. Classes consist of 10-15 students, and teachers can adjust instructional strategies as needed. Each student is assigned a life coach to support them and keep them accountable to attend classes and keep up with their work.
- Flexible schedules. Although TECSB encourages students to schedule as many classes as possible, students may be allowed to take as little as one 90-minute class per term, if that is as much as they can complete proficiently while balancing life and work with school. Classes are available year-round.

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- c) Satisfactory performance for TECSB, TECEC, and TECE is to meet the minimum performance metrics, including at least a “B” on the IDOE accountability scale, an 70% graduation rate (by adjusted SBOE measures), and 80% of graduates earning college credit or a technical certificate. For these expectations to be met, it is important that supports are in place to maintain student engagement and growth, and to meet students where they are to help them get to where they want to be.
- 4) No contracts with charter schools have been terminated by either GLI or TECSB.
- 5) There are no charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/nonopenings of schools operated by GLI.
- 6) There are no performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by GLI in the last three years.
- 7) There is no current or past litigation, including arbitration proceedings, that has involved GLI or TECSB.

Submission of Full Application

Please see **Attachment 23** for a PDF file that contains all application components, including the Proposal Overview, the Proposal Narrative, and all required Attachments.

Appendix A: Guide to Acronyms

ACT- American College Testing	IN- Indiana
ADA- American Disabilities Act	INIS- Independent Network of Indiana Schools
ADM- Average Daily Membership	ISBOE- Indiana State Board of Education
AM- Ante Meridiem	IT- Information Technology
APICS- American Production and Inventory Control Society	ITCC- Ivy Tech Community College
AWS- American Welding Society	LEADS- Learn, Educate, Advance, Develop Students
BSU- Ball State University	LRE- Least Restrictive Environment
CADD- Computer-Aided Design and Drafting	MBA- Master's of Business Administration
CBP- Certified Business Professional	MLA- Modern Language Association
CDL- Commercial Driver's License	MOS- Microsoft Office Specialist
CEO- Chief Executive Officer	MS- Master's of Science
CFO- Chief Financial Officer	MSSC- Manufacturing Skills Standard Certification
CGSP- Certified Guest Service Professional	MTA- Microsoft Technology Associate
CINS- Computer Information and Networking Services	MVHAA- McKinney-Vento Homeless Assistance Act
CLA- Certified Logistics Associate	OSHA- Occupational Safety and Health Administration
CMA- Certified Medical Assistant	PHTE- Pharmacy Technician
CNA- Certified Nursing Assistant	PI- Phonics Inventory
CSP- Customer Service Provider	PM- Post Meridiem
CTE- Career Technology Education	RI- Reading Inventory
DC- District of Columbia	RISE- Redefining Investment Strategy Education
DJ- Don and Joe	RTI- Response to Intervention
ECA- End of Course Assessment	RV- Recreational Vehicle
ECE- Early Childhood Education	SAT- Scholastic Assessment Test
ED- Executive Director	SD- School Director
EDMA- Excel Designed Math Assessment	SEA- Sound Experienced Advice
ELL- English Language Learner	SIOP- Sheltered Instruction Observation Protocol
EMT- Emergency Medical Technician	SIS- Student Information System
ESP- Educational Service Provider	SQL- Structured Query Language
FOCUS- Flexible Options to Communities with Underserved Students	TASC- Test Assessing Secondary Completion
GED- General Educational Development	TECE- The Excel Center- Elkhart
GEI- Goodwill Education Initiatives	TECEC- The Excel Center- East Chicago
GICI- Goodwill Industries of Central Indiana	TECG- The Excel Center- Gary
GIM- Goodwill Industries of Michiana	TECN- The Excel Center Network
GLI- Goodwill LEADS, Inc.	TECNI- The Excel Center Northern Indiana
HSE- High School Equivalency	TECSB- The Excel Center- South Bend
IC- Indiana Code	TN- Tennessee
ICCRAS- Indiana College and Career Readiness Academic Standards	TOR- Teacher of Record
ICSB- Indiana Charter School Board	TSIA- Technology Services Industry Association
IDEA- Individuals with Disabilities Education Act	TX- Texas
IDOE- Indiana Department of Education	VP- Vice President
IEP- Individual Education Plan	WIDA- World-class Instructional Design and Assessment
	WIOA- Workforce Innovation and Opportunity Act
	WPJ- William P. Johnson

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ANN CAROL NASH

EDUCATION

Notre Dame Law School, Notre Dame, Indiana
Juris Doctor, 1987

Registered Mediator

IUPUI Public Policy Civil Mediation Course, January 2008.
St. Joseph County Bar Association Domestic Course, May 2008.

Elmhurst College, Elmhurst, Illinois

Bachelor of Arts, 1983 - History, Secondary Education

EXPERIENCE

Ann Carol Nash, LLC - 2008 to present, full time since 2014

Practice focus on family and municipal law, mediation.

Assistant City Attorney, City of South Bend - 1995 to 2014

Public safety, licensing, nuisance abatement, counsel for boards.

Lecturer, Professional and Continuing Legal Education Courses

Indiana Association of Cities and Towns, Indiana Municipal Lawyers Association, St. Joseph County Bar Association, Indiana Association for Community and Economic Development.

Adjunct Professor, Ivy Tech Community College 2008 - 2012, 2014

Paralegal Studies

Associate Attorney, Konopa and Murphy, P.C. - 1992 - 1995

Civil litigation.

Judicial Clerk - 1987 - 1992

Hon. Robert L. Miller, Jr., U. S. District Court
Hon. Michael E. Dodge, Cass County Circuit Court

Co-Author, Indiana Practice - 1990 to present

Family Law, Volumes 14, 15 and 15A, Second Ed. 2009

ACTIVITIES AND INTERESTS

Indiana Municipal Lawyers Association, Board and Past President;
Indiana and St. Joseph County Bar Associations; Judges and Lawyers Assistance Program Volunteer; Northern Indiana Historical Society Board

Excel Center - South Bend

2017 Annual Performance Report

Excel Center - South Bend, South Bend 9900

Indicator	Corporation Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
Student Enrollment	9,114	0	254	360	1,133,380
Percentage of Career and Technical Diplomas	0	0	0	0	
Number of Certified Teachers	148	0	14	22	59,669
Number of Students in Special Education	385	0	4	10	162,714
Percent of Students in Special Education	11.6	0	1.6	2.8	15.0
Percent of Students in Gifted and Talented Education	14.2	0	0.0	0.0	14.3
Number of Students Receiving Free or Reduced Lunches	976	0	192	224	526,191
Percent of Students Receiving Free or Reduced Price Lunches	26.6	0	75.6	62.2	48.2
Number of Limited English Proficiency Students	203	0	28	48	53,614
Percent of Limited English Proficiency Students	2.0	0	11.0	13.3	4.8
Intra District Mobility	0	0	0	0	0
Inter District Mobility	3.2	0	9.7	6.5	0
Graduation Rate	95.5	0	***	18.1	88.8

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

*** Suppressed

Excel Center - South Bend

2017 Annual Performance Report

Excel Center - South Bend, South Bend 7566

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
Student Enrollment	0	0	254	360	1,133,380
Non-Waiver Grad Rate	0	0	***	14.46	81.89
Number of Certified Teachers	0	0	14	22	59,669
Percent of Graduates Who Have Passed Both ECA Standards	0	0	0	73.3	
Percent of Graduates Granted Waivers for the ECA	0	0	0	20.0	
Number of graduates receiving Core 40 Diploma	0	0	0	15	
Pupil Enrollment to Certified Employee Ratio	0	0	18.1	18.8	13.7
Graduation Rate	0	0	***	18.1	88.8
Attendance Rate	0	0	73.4	74.8	95.8
Number of Students with More Than 10 Unexcused Days Absent	0	0	351	413	76,150
Number of Students absent greater than 10% of School Year	0	0	231	297	80423
Number of Students Who Have Dropped Out	0	0	13	31	3,173
Number of Students Suspended	0	0	7	11	88,260
Number of Students Expelled or Suspended involving Drugs, Weapons, or Alcohol	0	0	2	1	5,871
Number of Out of School Suspensions	0	0	9	11	104,576
Number of Bullying Incidents	0	0	1	2	3,645

* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

*** Suppressed

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: NOV 19 2014

GOODWILL LEADS INC
1805 WESTERN AVE PO BOX 3846
SOUTH BEND, IN 46619



Employer Identification Number:
47-1473842
DLN:
17053219326014
Contact Person:
KIMBERLY O'BANNON ID# 31554
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30th
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
August 4, 2014
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Director, Exempt Organizations

GOODWILL LEADS INC

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.



Student Handbook

SECTION I—INTRODUCTION

Mission

The Excel Center is a high-quality, free public school for adults age 18 and older. The Excel Center’s mission is ***to provide adults the coursework and support needed to earn an Indiana High School diploma to pursue career and college pathways***. Our schools “meet students where they are” in their education by providing a flexible structure and supportive relationships to help students manage work, life, and family concerns as they achieve their educational goals.

Goodwill LEADS, Inc.

Goodwill LEADS, Inc. is a non-profit organization operating the Excel Center. LEADS stands for Learn, Educate, Advance, Develop Students. The LEADS board is comprised of community members and meets quarterly. All LEADS Board meetings are open to the public, unless specified as a closed or executive session in accordance with Indiana statute. Meetings are typically held at The Excel Center Hammond.

The Excel Center Model

The Excel Center model operates on three main pillars: an academic philosophy that meets the goals and needs of adult students; a concentrated focus on college and career readiness; and a coaching program designed to address barriers that impede students’ continued educational success.

Academic Instruction

Students enroll at the Excel Center at various skills levels, have different numbers of credits to achieve, and face various life obstacles, including work and family obligations. Therefore, each student will establish personal educational goals and move at his or her own pace to achieve them. Staff will work with each student to craft a unique educational program that fits his or her specific needs.

Career and College Readiness

Students’ educational plans will build toward post-secondary certificates and/or advanced degrees that lead to career pathways. The Excel Center promotes students’ awareness of and access to valuable careers by introducing students to several possibilities and helping outline the path a student might take to enter a specific career.

Life Coaches

The life coaching program helps students address the life barriers and issues that often prevent students from being successful. The relationship that life coaches create with each student provides security, confidence, and encouragement for students to persevere when work becomes difficult and life barriers difficult to manage.

School Calendar & Schedule

The Excel Center operates year-round with five, eight-week sessions throughout the year. Office hours for the school are Monday – Thursday 8:30 am – 4:30 pm and Friday 8:30 am – Noon.

There are six class periods per day each lasting 90 minutes, although some courses merge two periods together for 3 hour blocks (with breaks included). Some courses also provide multiple credits. This accelerated pace gives students the opportunity to earn credits in less time than a traditional school.

Classes take place Monday through Thursday, while Fridays are available for one-on-one tutoring sessions and meeting with instructors. A variety of activities will take place throughout each school day, including classes, one-on-one tutoring, self-directed study, and coaching activities.

Class Schedule: Monday – Thursday

Period 1	8:45 - 10:15 am
Period 2	10:35 AM - 12:05 pm
Period 3	12:55 - 2:25 pm
Period 4	2:30 - 4:00 pm
Period 5	5:00 - 6:30 pm
Period 6	6:35 - 8:00 pm

Office Hours

Monday – Thursday	8:30 am – 4:30 pm
Friday	8:30 am – Noon

Drop in Center Hours

Monday – Thursday	8:30 am – 8:00 pm
Friday	9:00 am – noon

Course offerings change at the end of each term to meet the needs of the student body. As a result, some courses (including basic skills instruction) will be offered every term, while others (higher-level math and English courses) will be offered at least every other term. Classes are either 90 or 180 minutes long. Many classes offer more than one credit which means students can reach their goal more quickly.

During breaks or other times not spent in class, students can access the computer lab for self-directed learning (online courses); connect with their life coach or teacher for academic support, or tutoring.

SECTION II—STUDENT INFORMATION

Enrollment Procedures

The Excel Center is structured to fit the academic and life needs of adults (18 years and older) earning a high school diploma, and the school encourages individuals who meet that criterion to apply for the school. Traditional-age students (younger than 18) interested in attending the Excel Center are encouraged to investigate other schools.

There are five steps to become a student at The Excel Center. Important dates and times in the enrollment process, such as the application deadline, Testing Days, iExcel, and first day of classes can be found at ***ExcelCenterHS.org***.

Step 1: Application

- Adults interested in enrolling at The Excel Center should apply online at ***ExcelCenterHS.org/Apply*** or visit The Excel Center.

Step 2: Submit a Transcript

- Applicants should contact the last high school they attended and ask them to fax their transcript to The Excel Center at 574.314.5571 (South Bend) or 219.844.1928 (Hammond)
- Transcripts should be submitted **as soon as possible**. Waiting until the deadline to submit a transcript may cause enrollment to be delayed until the following term.
 - In cases where a student has difficulty obtaining his/her transcript, the Excel Center may provide assistance. However, the transcript must be on file before a student can be officially enrolled in the school. If a transcript is not available, please contact the Excel Center for additional information.
- ***A transcript must be submitted to move on to Steps 3 & 4.***

Step 3: Attend a Testing Day

- All new students must complete a math, reading, and writing placement test to help determine the best classes for them to start.

Step 4: Attend iExcel Orientation

- iExcel is a required, one-day orientation program before classes begin.

Step 5: First Day of Classes

- Steps 1-4 **must** be completed for an applicant to begin classes at The Excel Center.

Any applicant who partially completes the enrollment process for a given term, but does not attend classes, should contact the Office Manager at 574.314.5570 (South Bend) 219.844.1911 (Hammond) to confirm their next step to enrollment.

Re-Enrollment: Students who withdraw from the school can re-enroll by contacting their Life Coach.

Waiting List Procedure

Enrollment Lottery

At such a time as The Excel Center student body reaches capacity, the school will hold a random lottery to determine which students will receive a place at the school.

- The enrollment lottery will include only students who have completed the application and submitted their transcript.
- Each student will be assigned a random number, and numbers will be drawn to determine which students will be offered a place at the school
- Students selected will be offered the opportunity to enroll. Students not selected will be placed on a waiting list in the order that their numbers are drawn.
- The Lottery will be held two weeks prior to the beginning of each term.

Waiting List

Throughout the year, some students will leave the school (either by graduating or by withdrawing from the school). When this occurs, the student's vacated place will be filled at the next iExcel by a student on the waiting list. Students will be selected from the waiting list on a first-come, first-served basis. The waiting list will be maintained year-round.

Scheduling

Class schedules will be adjusted at the end of each eight-week term. The Excel Center staff will adjust schedules according to students' credit needs and their availability to attend classes each term.

Special Education

Students with learning disabilities or other challenges will work with staff to create individualized learning plans to accomplish their goals. The Excel Center's curricular format provides ample support for special student populations, including students with identified disabilities under the Individuals with Disabilities Education Act (IDEA) and students with Section 504 plans under the American with Disabilities Act (ADA). Because all students have flexible schedules based upon their unique situation, it is common to adjust plans to accommodate students with identified eligible disabilities. Staff work with students to establish academic schedules that are appropriate for students' needs.

Students spend much of the instructional day participating in fixed-length classes. The remainder of the day, they may utilize supplementary services as indicated in their IEP or Section 504 plan. Based on student need, individualized or one-on-one instruction may also be provided. The instructor to student ratio allows for every student (regardless of special education status) to enjoy an increased level of attention from his or her instructor and coach. All classes are inclusionary, and none are comprised solely of special education students; however, the school has the ability to provide more intense individualized services if necessary.

Student Records

The Family Education Rights and Privacy Act (FERPA) is a Federal Law designed to protect the privacy of a student's education records. This act protects your personal information from being distributed to third parties. The Excel Center must have written consent from a student before personal information can be released to a third party (i.e., spouse, parent, employer, etc.). Student records are maintained in a secure student information system, or in a secure storage unit. The Excel Center does not require students to submit health records.

SECTION III—ACADEMICS

Graduation Requirements

To graduate, a student must fulfill the graduation requirements for the State of Indiana as established by the Department of Education. Students will work toward a Core 40 diploma, earning credits with the requirements outlined in the table below.

Course and Credit Requirements	
Language Arts	8 credits
Mathematics	6 credits
	2 credits: Algebra I
	2 credits: Geometry
	2 credits: Algebra II
Science	6 credits
	2 credits: Biology
	2 credits: Physical Science
	2 credits: Science Electives
Social Studies	6 credits
	2 credits: US History
	1 credit: Government
	1 credit: Economics
	2 credits: World History/Civilization or Geography/History of the World
Physical Education	2 credits
Health and Wellness	1 credit
Directed Electives	5 credits
General Electives	6 credits
40 Total Credits Required	

In order to graduate successfully, students must also pass End of Course Assessments (ECAs). For many students, the limited testing windows of ECAs means that students may have to wait for a period of time after completing the course until ECA testing is again possible. However, the school structures significant time for ECA preparation work to ensure that students are ready for the exam.

Credits

Earning Credits

Students primarily receive face-to-face instruction, with very few courses available online. Students earn credits by demonstrating satisfactory completion of a course with a passing grade higher than a D in that course. For ECA tracking courses, the student must meet mastery requirements of the class (75% or higher) to advance to the next level course. Some courses may allow a student to earn multiple credits through the work of one class.

Students who have demonstrated high skill levels may enroll in dual credit courses to begin their career pathway certification or post-secondary education.

Transfer Credits

Student transcripts from other schools will be reviewed to determine if any coursework completed prior to enrolling at the Excel Center may also apply to the graduation requirements. In addition, students who can demonstrate proficiency through ECA testing can also earn credits for courses in which they have already demonstrated knowledge.

Curriculum

The curriculum is designed to teach the necessary content and skills to grant students a high school diploma, focusing on key academic subjects such as language arts, mathematics, social studies, and science. Courses are designed to develop the skills required to be successful in modern careers.

Student Assessment

At enrollment, each student takes a math, reading and writing test. These tests determine a student's baseline skill level in math, reading and writing and help determine where the student will begin his or her coursework and which courses he or she must take to complete graduation requirements.

Reading Inventory (RI)

RI is a computer-adaptive reading assessment that provides feedback on students' reading comprehension levels and growth over time.

Accuplacer College Placement Test

To be eligible for enrollment at Ivy Tech and other post-secondary institutions, Excel Center students must pass the English and/or Mathematics portions of the Accuplacer® College Placement Test.

Grade Point Average

Grade point averages (GPAs) are calculated based upon the grades that students earn in each course. GPAs are calculated on the following scale (below) and are averaged upon the points earned for each credit. In courses that award multiple credits, the student's letter grade applies the point for each of those credits earned.

<u>Letter Grade</u>	<u>Points per Course</u>
A	4.0
A-	3.667
B+	3.33
B	3.0
B-	2.667
C+	2.333

<u>Letter Grade</u>	<u>Points per Course</u>
C	2.0
C-	1.667
D+	1.333
D	1.0
D-	0.667
F	0

SECTION IV—STUDENT SERVICES

Life Coaches

Each student is assigned a life coach. Our life coaches are compassionate and trained professionals who help students address life barriers and issues that may have caused them to drop out of high school in the past and often prevent them from feeling successful. Life coaches are responsible for keeping students engaged and motivated to earn a high school diploma.

Career & College Readiness

The Career and College Readiness Center ensures that all students have access to supportive staff (a College Counselor and a Career Transition Counselor) who will help them achieve their educational goals and develop employment skills or prepare for college enrollment.

Computer Lab

The Computer Lab is typically open from 9:00am to 7:00pm, Monday through Thursday. Select online courses are available to students to earn credits as needed (*see your life coach for more information*).

Child Care – Kids Excel

The Excel Center operates a drop-in center for students who have children. The drop-in center will only be available when a student is studying onsite. Contact the drop-in center coordinator for a copy of the Kids Excel Parent Handbook for more details and requirements for attendance. There is no cost for this service.

Transportation

Bus passes are available for students who qualify. Qualification for a bus pass will be determined during orientation using the free/reduced lunch application (*see your life coach for more information*).

Consent to Release Photo

During the current school year, a student's image/photograph or work may be included in a classroom or school project that could be used for publicity, promotional and/or educational purposes (including publications, presentation or broadcast via newspaper, internet or other types of media). By signing the Student Handbook Contract, you grant permission for your image to be used for these and related purposes without remuneration. *See your life coach for more information about opting out.*

SECTION V—STUDENT CONDUCT

Attendance

Daily attendance is essential to student success. Due to the accelerated pace of classes at the Excel Center, students who miss too much class time may need to retake courses in order to successfully complete them. Excessive tardiness or absences harm students by delaying the achievement of their educational goals.

Expectations

- Students should be present and arrive on time for each scheduled class.
- If tardiness or absence is unavoidable, the student must contact his or her life coach and instructor. *Absent students will be contacted by text, phone call, and/or email.*
- Students must see their life coach for a pass before returning to class when they are tardy.

Active Student Policy and Withdrawing From School

To effectively fulfill Excel's mission of assisting students toward earning their high school diploma and preparing the for the next steps, students must consistently make progress toward their academic goals. However, The Excel Center recognizes that life challenges can cause disruptions to a student's education. If at any time a student's progression towards graduation is interrupted, there is a policy in place in which they withdraw.

As an active student, students can be withdrawn from The Excel Center by one of the following options/circumstances:

- Submit an official withdrawal form to a school official (ex: life coach, teacher)
- Communicate to a school official via phone, email, text, social media, etc., to have a withdrawal form submitted on the student's behalf.
- By default, after 16 absences a withdrawal form will be submitted on the student's behalf by a school official

By signing the Student Handbook Contract, students acknowledge and agree that they have read and understand the above options/circumstances as an active student, and consent for a withdrawal form to be submitted on your (student's) behalf under said circumstances.

Code of Conduct

The purpose of the Student Code of Conduct is to provide fair and reasonable rules and procedures to promote student development and to ensure that students engage in conduct that supports a productive learning environment for themselves and others. If a student chooses to engage in behaviors that interfere with the education of students, he or she may be immediately dismissed from the Excel Center temporarily or permanently.

The table below outlines examples of unacceptable behaviors in the areas of attendance, use of technology, dress code, and respect.

Attendance

- Persistent or excessive absences or tardiness
- Absence without a valid reason
- Tardiness without contacting the instructor and life coach in advance
- Leaving the classroom without permission

Use of Technology

- Talking on the phone or texting during class
- Failing to set phone to silent or vibrate during class

Dress Code

- Clothing that reveals the breasts, midriff, or butt area
- Attire that is not neat, clean, or appropriate for school

Respect

- Any behavior that is disruptive to the orderly process of classroom instruction
- Language that may be offensive to others (cursing, profanity, racial slurs, etc.)
- Refusal to actively participate in class activities or complete assigned tasks
- Persistent defiance to the requests and guidance of school staff

Other unacceptable behaviors include but are not limited to:

- Threats, bullying, or intimidation
- Physical harm to self or others (including fighting)
- Bringing, using, or possessing a weapon
- Possession or use of a drug, controlled substance, or alcohol
- Assault
- Theft or robbery
- Cheating or plagiarism

Acceptable Use of Technology

The primary purpose of using the Internet at school is the promotion of educational excellence through increased access to information and innovative instruction. Student access to the networked resources is a privilege, not a right. Students will be expected to use the resources for the educational purposes for which they are provided. Just as they are responsible for good behavior in the classroom, students are expected to show the same type of consideration while using the Internet.

It is not possible to set a complete set of rules about what is, and what is not, acceptable. All use however should be consistent with the school ethos and code of conduct. The following list provides some prohibited activity that must be observed at The Excel Center:

- Internet access through the Excel Center may not be used for illegal purposes; in support of illegal activities; or for the transmission, viewing, or downloading of threatening or harassing material or information that would be abusive, profane, or sexually offensive to an average person, and spreading of computer viruses, malware or spam.
- No use of Internet access through the Excel Center may serve to disrupt its use by other individuals or connecting networks.
- Use of the Internet through the Excel Center must respect the privacy and intellectual property of others, including copyright and license agreements.
- If established guidelines for use of the network are violated, a user's privileges may be terminated, and disciplinary action may be taken consistent with the code of student conduct.
- Attempting to gain unauthorized access to system programs or computer equipment, including attempts to override any firewalls or filters established on the network is prohibited
- Attempting to harm, modify, or destroy data of another user, or any school equipment is prohibited.
- Use of Internet access through the Excel Center for commercial or political purposes is prohibited.

- Students under reasonable suspicion of misuse in terms of time, activity or content may have their usage closely monitored or have their past use investigated.
- Students should not reveal any personal information (e.g. home address, telephone number) about themselves or other users over the network for their personal security.
- Students will not share their login details (including passwords) with anyone else. Likewise, students will never use another person's username and password.
- Students will log off after my network session has finished. If a student finds an unattended machine logged on under other users username they will not continue using the machine – they will log it off immediately.
- Use of personal devices should be limited to educational use in the classroom. Any use of personal devices to invade another person's privacy is prohibited.
- Students will report any accidental access to other people's information, unsuitable websites or being sent inappropriate materials that make me feel uncomfortable to the Network Manager.

Disciplinary Action

The purpose of disciplinary action at the Excel Center is to ensure that both individual students and the school community remain focused on growth and learning. Depending on the nature of the infraction and the student's past performance, any or all of the following consequences may be appropriate:

- Warning, oral or written
 - Immediate resolution of the problem or issue is expected.
- Participation in instructional program
 - A student may be expected to attend a course such as anger management, conflict resolution, peer mediation, or stress reduction; participate in group or individual counseling; or attend other programs intended to redirect the student's perceptions and behavior.
- Remuneration
 - A student may be expected to perform service to correct or repair any damages or harm which may have resulted from the student's behavior.

Expulsion

After a proper investigation and hearing, a student may be expelled when his or her behavior renders it appropriate. Poor attendance or repeated offenses can lead to expulsion.

When the school director or designee makes a recommendation for expulsion of students, the school director or designee may suspend the students until the conclusion of expulsion proceedings. This may occur if the school director believes that the students must be suspended immediately to prevent or substantially reduce the risk of:

- Interference with an educational function or school purposes
- A physical injury to themselves, other students, school employees, or visitors to the school

Expulsion is mandatory for:

- Bringing, using, or possessing a weapon on school grounds. Expulsion from school for a period of not less than one year shall be mandated for a student who is determined to have brought a firearm to school, except that the hearing officer or School Director may modify the expulsion order on a case-by-case basis
- Theft or robbery as defined in Indiana code

- Commission of an act, which, if committed by an adult, would be first- or second-degree assault as defined in Indiana code
- The possession of a drug or controlled substance as defined in Indiana code
- Threats, bullying, and intimidation will not be tolerated at school or in connection with students, families, and staff of The Excel Center. Students will be subject to expulsion for verified acts which threaten, bully or intimidate others.
- Fighting will not be tolerated at school. A student who physically strikes another individual will be subject to expulsion.

Progressive Discipline Standard Operating Procedures

Purpose

- To assist the student in understanding that a performance problem and opportunity for improvement exists
- To assist the student in overcoming performance problems and satisfy Center expectations
- To prepare students for conduct that is expected in the workplace
- To provide students with opportunities for due process in disciplinary actions

Progressive Discipline Steps Counseling / Restatement of Expectations

Counseling by the coach is the initial step to mentor or modify performance

- Meet with the student and affirm expectations regarding performance.
- Discuss the performance deficit or behavioral concern.
- Provide a timeline and resources for improvement.
- Report consequences for no improvement.
- Document in student file.

Verbal Reprimand

After an investigation, follow the procedure outlined above for the counseling process. Discuss previous informal efforts and the current warning.

Written Reprimand

At this time, the coach or instructor may want to consult the director. After an investigation, follow the procedure outlined above for the counseling process, with the exception of providing documentation to the staff person in the letter of reprimand. The letter should outline previous informal efforts and the current problem. Tools such as attendance improvement plans, behavior improvement plans and performance improvement plans can be used at this stage. These plans can be used at increments of 30, 60 and 90 days. Send copies of the signed letter and improvement plan to appropriate staff and to the student file. Student may be referred for a hearing after two written reprimands.

Short Suspension (or equivalent)

Fully investigate the concern, followed by discussion with the student. Summarize previous progressive discipline and the current problem, and specify the timeframe for suspension in writing. Identify further discipline and possible termination as a potential consequence for not meeting and maintaining standards for improvement. Provide copies as for the written reprimand. Student must have a hearing before returning to the Center. Record of progressive discipline must be submitted to the panel of staff/students sitting in on the hearing.

Long Suspension (or equivalent)

Fully investigate the concern, followed by discussion with the student. Summarize previous progressive discipline and the current problem, and specify the timeframe for suspension in writing. Identify further discipline and possible termination as a potential consequence for not meeting and maintaining standards for improvement. Provide copies as for the written reprimand. Student must have a hearing before returning to the Center. Record of progressive discipline must be submitted to the panel of staff/students sitting in on the hearing.

Expulsion

Expulsion may be necessary when discipline is not successful in improving performance. The life coach and/or instructor should review the performance history and record of progressive discipline with the director. Schedule a final meeting to include the life coach and/or instructor, director and the student at which a letter of expulsion is provided. If necessary, the expulsion notice may be sent via certified mail. Provide copies as for previous disciplinary measures.

Hearings

Hearings should consist of two staff who are responsible for determining guilt or innocence. They make recommendations for retention or expulsion to the director. They can impose additional consequences/sanctions. The panel of staff will provide documentation of the hearing explaining the appeal process.

Appeals

Students have the right to appeal recommendations made by the panel. An appeal must be made within 30 days of the hearing to the director. The decision of the director is final and may not be appealed to the board.

Discipline with Students with Disabilities

In instances where students are over the age of 21, The Excel Center will not need to continue to make progress on IEP (which does not serve students over age 21) goals for students who are expelled and will not need to contract services for students who are expelled.

Nevertheless, The Excel Center is aware that for students under age 21 who have IEPs, the following procedures will be used:

1. The student with a disability who violates the code of conduct may be removed from his or her current placement to an appropriate interim alternative educational setting (IAES), another setting, or suspension, for not more than 10 consecutive school days to the extent those alternatives are applied to student's without disabilities.
2. School personnel may remove the student with a disability who violates the code of conduct from his or her current placement for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a Change of Placement.

School personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures that would be applied to students without disabilities, if:

- In the Manifestation Determination review, the behavior that gave rise to the violation of the code of conduct is determined not to be a manifestation of the student's disability; Services during Periods of Removal are provided to the student; and Notification of a Change of Placement is given to the student's parents.

School personnel must provide the parents of the student removed to a disciplinary alternative education program with written notice of the school's obligation to provide the student with an opportunity to complete coursework required for graduation that: Includes information regarding all methods available for completing the coursework; and States that the methods available for completing the coursework are available at no cost to the student. School personnel may remove the student to an IAES without regard to whether the behavior is determined to be a manifestation of the student's disability, if: There are SPECIAL CIRCUMSTANCES; and the removal is for not more than 45 days.

Plagiarism Policy

Definition of plagiarism: submitting another person's ideas or expressions in your writing as your own

Plagiarism includes:

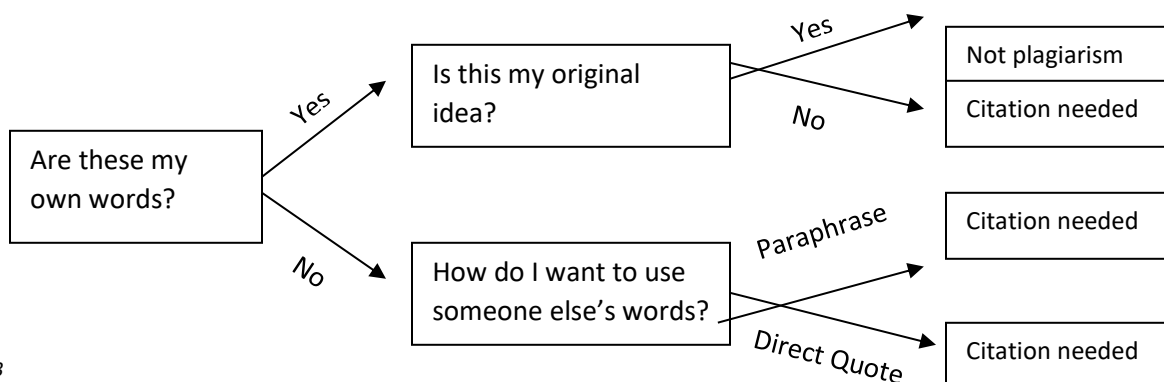
- Taking someone else's assignment or *portion* of an assignment and submitting it as your work
- submitting material written by someone else or *rephrasing the ideas* of another without giving the author's name or source
- presenting the work of *tutors, parents, siblings, or friends* as one's own
- submitting purchased papers as one's own
- submitting papers from the Internet written by someone else as one's own
- supporting plagiarism *by providing work to others*, whether it is believed it will be copied or not
- Not properly citing your sources, either in your work or in the works cited page
- Insufficient citation of factual information not held to be common knowledge (*common knowledge is defined as facts readily available from a variety of sources*)

Plagiarism is not:

- Writing something new and original
- Your own original ideas and wording of such ideas
- Correctly citing another source

Tips on avoiding plagiarism:

- Begin the writing process by stating your ideas; then go back to the author's original work.
- Use quotation marks and credit the source (author) when you copy exact wording.
- Use your own words (paraphrase) instead of copying directly when possible.
- Even when you paraphrase another author's writings, you must give credit to that author.
- If the form of citation and reference are not correct, the attribution to the original author is likely to be incomplete. Therefore, improper use of style can result in plagiarism. *Get a style manual.*
- Use the diagram below to help you decide whether it counts as plagiarism or not:



SECTION VI— INFORMATION YOU NEED TO KNOW

Student ID Badge

Your student ID badge **must be worn and visible at all times** while at The Excel Center. This is for the safety of students, staff and children in the child care area. If you do not have your ID, you must sign in at the front desk and wear a temporary name badge. If you have lost your student ID, please contact the Office Manager for a replacement. *Please note that new lanyards will not be provided.*

Parking

Park only in the areas designated as Excel Center Student Parking. Handicap Parking spaces are only for those with appropriate handicap permits and visitor parking is reserved for visitors to the Excel Center. At our South Bend location, if you park in areas designated for Curtis Products, your vehicle may be towed.

School Closings

School delays and closings will be posted to the local television stations and the Excel Center Facebook page. Students with an email and/or phone number on file will also receive an automated message related to delays and closings.

Wi-Fi Access

Public Wi-Fi: no password needed

Plato Login – for online classes

If you take an online class, you will have assistance in the computer lab for getting set up with your login information. However, the information is also below should you need the reference.

- Plato web site: Ple.platolab.com
- Username: sb.firstname.lastname (example: sb.joe.student)
- Password: eight digits of your birthday.first and last initial (example: if Joe's birthday is Feb. 8, 1994: 02081994)

How to Check Your Grades Online

You can check your grades after they are posted by your teachers. *(If it doesn't work, see your coach!)*

1. **Go to:** <https://harmony.excelatgoodwill.org/student.nsf/weblogin>
2. **Enter your username like this:** first name, then a period, then your last name (NO SPACES!)
Firstname.Lastname (For example: Justin.Zobrosky)
3. **Enter your password like this:** full birthday, then a period, then your initials (NO SPACES!)
mmddyyyy.yourinitials (For example: 12251975.jz)

Contact Information

South Bend:

Phone: 574.314.5570

Fax: 574.314.5571

Address: 2721 Kenwood Avenue, South Bend, IN 46628

Hammond:

Phone: 219.844.1911

Fax: 219.844.1928

Address: 3426 169th Street, Hammond, IN 46323

Corporation:

Web: *ExcelCenterHS.org*

FB: *www.Facebook.com/ExcelAtGoodwill*

Email: *Info@ExcelCenterHS.org*



Student Handbook Contract

It is a requirement of The Excel Center that all students sign the Student Handbook Contract prior to beginning classes with The Excel Center. Students must understand and adhere to the school guidelines stated within this Student Handbook (including those summarized below):

1. Students will commit to and participate in scheduled periods of class each Monday-Thursday.
2. Students will maintain at least 80% attendance rate in each class. Students will communicate with their coach **AND** instructor, in advance, if they must miss class. After 8 unexcused absences, a student may be dismissed from the term.
3. Students will be on time for each class. For example, if a class starts at 9:00am, each student is expected to be in the classroom, and ready to work before 9:00am.
4. Students will dress appropriately for school. This includes, but is not limited to: NO to the following: bare mid-ribs, see through clothes, open backs, low cut tops, tube/tank/halter tops, sleeveless shirts, stomach/back skin, short shorts, sagging, undergarments showing, clothing with profanity, drugs, alcohol, sex, obscenities, violence, or gang related material, pajamas, or slippers. Students' eyes must be visible to school staff at all times (i.e. no sunglasses)
5. Students will visibly wear their school ID badge while in school or on school grounds.
6. Students will keep their telephone number, address and email address updated with their life coach. All students will have an active email address.
7. Students will be drug-free and alcohol-free while in school or on school grounds.
8. Students will abide by the school's zero tolerance policy for acts of violence and threats of violence.
9. Students will be respectful of every person within The Excel Center.
10. Students will follow all school and classroom rules.
11. Students will respect our school and help keep all areas neat and clean.

I have received a copy The Excel Center Student Handbook and will honor the information included in it. I am responsible for knowing, understanding and following the rules for The Excel Center. I will seek guidance from my life coach and/or an instructor in any case where I am unclear about the rules.

I understand the consequences of violating any of the policies in the Student Handbook will be left to the discretion of the administrative team of The Excel Center and may result in consequences ranging from getting sent home from school for the day, up to getting expelled from The Excel Center following the violation.

In addition, I acknowledge that if I follow all of the above rules and expectations during my time with the school, the instructors, life coaches and staff of The Excel Center will work with me in every way possible to help me graduate with my high school diploma and to prepare me for a successful life beyond high school.

(Student Signature)

(Print Name) (Date)

Student Copy – for your files



Student Handbook Contract

It is a requirement of The Excel Center that all students sign the Student Handbook Contract prior to beginning classes with The Excel Center. Students must understand and adhere to the school guidelines stated within this Student Handbook (including those summarized below):

1. Students will commit to and participate in scheduled periods of class each Monday-Thursday.
2. Students will maintain at least 80% attendance rate in each class. Students will communicate with their coach **AND** instructor, in advance, if they must miss class. After 8 unexcused absences, a student may be dismissed from the term.
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(Student Signature)

(Print Name) (Date)

Copy for your Life Coach – please sign and submit

MEMBERSHIP AGREEMENT

This Membership Agreement (the "Membership Agreement") is made and entered into as of September 1, 2017 (the "Effective Date") by and between Goodwill Education Initiatives, Inc., an Indiana non-profit corporation with its principal offices located at 1635 W. Michigan St., Indianapolis, IN 46222 ("GEI"), and Goodwill Industries of Michiana, Inc., a Indiana non-profit corporation with its principal offices located at 1805 Western Avenue, PO Box 3846, **South Bend, IN 46619-0846** ("Member") (each a "Party," and collectively, the "Parties") to establish the terms of Member's opening and operating of a "The Excel Center@" school or schools located in South Bend, Hammond and Gary, IN (the "School" or "Schools").

1. **LICENSE.** GEI grants to Member during the term of this Membership Agreement a non-transferrable, non-sublicenseable (except as contemplated in Section 10 and Section 15) and non-exclusive license to use, reproduce and display the "The Excel Center@" name and marks (the "Marks") in connection with all of its Schools throughout its Territory (as defined in Section 12). GEI also grants to Member a non-transferrable, non-sublicenseable (except as contemplated in Section 10 and Section 15) and non-exclusive license to use all proprietary knowledge, information, and expertise related to the operation of the Schools (collectively, the "System"). In order to protect and maintain the reputation and goodwill of the System and Marks, Member must at all times conform to the specifications in Section 7 and quality standards established by GEI from time to time, provided that (i) GEI will give the Members a meaningful consultation right prior to implementing any new material changes to such quality standards, and (ii) such quality standards will not impose an undue financial or administrative burden on the Members and GEI will give Members reasonable opportunity to comply with any modifications to such standards after providing written notice to Members.
2. **TERM.** This Membership Agreement shall be for a term beginning on the date written above and ending on July 31, 2021 (the "Initial Term").
3. **RENEWAL.** Member may, at its option, renew this Membership Agreement for two (2) additional three (3) year terms ("Subsequent Terms") at the end of the Initial Term or Subsequent Terms (each, a "Term"), pursuant to the conditions below.
 - a. Member gives GEI written notice to renew not less than three (3) months prior to the end of the Term.
 - b. Member executes a general release to GEI of all claims (up to and including the date of such release) against GEI and their respective officers, directors, agents, and employees in substantially the form attached hereto as Exhibit A; and
 - c. Member is not in breach of any provisions of the Membership Agreement.
4. **TERMINATION.**

- a. WITH NOTICE AND OPPORTUNITY TO CURE. Either Party may terminate this Membership Agreement in the event of a curable breach ("Curable Breach") by the other Party which has not been cured following thirty (30) days written notice, which shall be deemed to be "good cause."
 - b. WITH NOTICE AND No OPPORTUNITY TO CURE. The Parties recognize that some breaches cannot be cured ("Incurable Breach"). Those breaches reflect materially and unfavorably upon the operation and reputation of GEI, the School, or The Excel Center Network. On occurrence of an Incurable Breach, GEI may immediately terminate this Agreement on delivery of notice to Member. Incurable Breaches are deemed to constitute "good cause" and include, but are not limited to, the occurrences listed below.
 1. If Member:
 1. loses the funding necessary to operate the Excel Center;
 2. becomes insolvent;
 3. attempts to make or makes an unauthorized Transfer;
 4. makes an unauthorized use of the "The Excel Center@" name and marks;
 5. fails on three (3) or more occasions to comply with the Membership Agreement, whether or not such failures to comply are corrected after notice;
 11. If an instructor or staff member at the School:
 1. harms a student or a child entrusted to the School's care; or
 2. is convicted of a felony involving moral turpitude; and
 3. the School fails to act, then GEI in its reasonable discretion may terminate without notice or an additional opportunity to cure.
5. LICENSING FEE. Member shall pay GEI \$3,000 per month, beginning the first full month after the Membership Agreement is fully executed, for licensing of the "The Excel Center@" name and marks and membership in The Excel Center Network. For clarification, the \$3,000 fee is not per School, it is for all of the Schools that the Member operates. Payment shall be due within thirty (30) days of the first day of the month for which payment is being made. With respect to License Fees owed upon termination or expiration of this Membership Agreement, Member is only responsible for license fees incurred through the date of termination; *provided, however*, such termination does not relieve Member of its responsibility to pay fees incurred up to such termination date, nor does it limit either party from seeking indemnification pursuant to Section 13 of this Membership Agreement, or from exercising any and all other available remedies at law or in equity.
 6. **ADDITIONAL FEES.** Any services other than those specified in this Membership Agreement that may be requested by Member shall be charged at \$70.00 per hour plus documented expenses. GEI will invoice Member for any such charges and Member agrees to pay GEI pursuant to the terms of such invoices within thirty (30) days of the

invoice. Such additional services may only be authorized in writing by Member's President/CEO (Goodwill Industries of Michiana, Inc.) and Executive Director (Goodwill LEADS, Inc.)

7. MEMBER OBLIGATIONS. The Member shall ensure that each of its Schools meets the following minimum requirements:
 - a. An orientation program that welcomes students to the School and assesses student grade and skill level ("Comprehensive Orientation");
 - b. Instruction will be primarily in-person;
 - c. Accelerated curriculum program;
 - d. Student coaching program to identify student barriers and keep students engaged;
 - e. Career and college transition program with staffing to support students in career pathways, postsecondary education and credentialing opportunities;
 - f. Free child care for students of the School (subject to applicable laws);
 - g. Collection of data on the number of students enrolled, student demographic information, the number of graduates, the number of student certifications earned, the number of students placed in postsecondary institutions, the number of graduates placed into jobs and wages;
 - h. Compliance with all applicable laws, including privacy laws such as the Family Educational Rights and Privacy Act ("FERPA");
 - i. Student access to subsidized transportation to Member's Excel Center@ School.
8. MEMBER BENEFITS. During the Term and for so long as Member complies with all of the terms and conditions of this Membership Agreement, Member shall be entitled to the following benefits:
 - a. A non-exclusive license to use, reproduce and display the "The Excel Center@" name and marks.
 - b. The opportunity to participate in any virtual platforms (websites, blogs, group chats, etc.) designed for The Excel Center Network and generally made available by GEI to Members for the sharing of best practices.
 - c. Participation, free of charge, for the School leadership staff, in any Excel Center Network conference or professional development session generally made available to Members. Member shall be responsible for all travel related expenses for such participants.
 - d. Access to any data provided by the Member and other Members and aggregated by GEI for the purpose of being made available to Members. Such aggregated data to include: the number of students enrolled, student demographic information, the number of graduates, the number of student certifications earned, the number of students placed in postsecondary institutions, the number of graduates placed into jobs and wages.
9. DATA SHARING. GEI may require Member to execute a data sharing agreement in substantially the form attached hereto as Exhibit B. During the Term of this Membership

Agreement, GEI may require Member to execute such agreement upon ten (10) days' notice. Such data sharing agreement will not require Member to provide GEI access to Member's student information system or to provide student level data and will only include data as set forth in Section 7(g) hereof.

10. TRANSFER.

- a. NOTICE. If Member wishes to transfer The Excel Center ("Transfer"), Member will provide notice of the Transfer to GEL. The notice will state the full name of all parties to the proposed Transfer, together with all other related information that is reasonably requested by GEL.
- b. RESPONSE TO NOTICE. Within thirty (30) days after GEI receives such notice and information, GEI will notify Member of GEI's election to consent or election not to consent to the transfer pursuant to the procedures set forth below.
 - 1. CONSENT. GEI's consent to such transfer shall not be unreasonably conditioned, withheld or delayed, and "reasonable" conditions to such Transfer may include the following:
 - 1. Member must provide financial information as reasonably requested by GEI to evaluate the proposed transferee's financial wherewithal and ability to operate The Excel Center;
 - 2. Lessor of the School's building or buildings must consent to such transfer in writing;
 - 3. Member must have been and remain in full compliance under both (i) the Goodwill Industries International Agreement and (ii) this Agreement;
 - 4. Proposed transferee must assume the obligations under the Member Agreement;
 - 5. GEI may require Member to pay the reasonable costs incurred by GEI and its legal team to effectuate such transfer.
 - 6. Transferee must assume the obligations under the Membership Agreement.

11. CONFIDENTIALITY.

- a. DEFINITION. "Confidential Information" means all information not generally known to the public, and not readily ascertainable through proper means by the public.
- b. USE AND DISCLOSURES. Neither Party shall (a) use the other Party's Confidential Information other than for operation of its Schools; or (b) disclose the other Party's Confidential Information to any third party, without the prior written

authorization of the Party to whom the Confidential Information belongs. Each Party agrees that it will at all times protect the other Party's Confidential Information with the same degree of care, but no less than a reasonable degree of care, as it treats or protects its own confidential information of a like nature.

- c. LEGALLY REQUIRED DISCLOSURES. If either party becomes legally required to disclose Confidential Information, or any part thereof, of the other party, then the party will give the other party prompt notice of such requirement, cooperate with the party to which the Confidential Information belongs to the extent reasonable in taking legally available steps to narrow such required disclosure and disclose only that portion of confidential Information necessary to ensure compliance with such legal requirement.

12. TERRITORY

- a. MEMBER TERRITORY. The "Territory" means the Member's Goodwill territory as it may be changed from time to time. The Member's current Goodwill territory is described or depicted in Exhibit C to this Agreement. The actual location of the School must be inside the Territory's boundaries. GEI agrees that during the Term it will not license The Excel Center® name or Marks or enter into a Membership Agreement with any other entity operating in Member's Territory without written permission of Member. Except as explicitly and specifically granted to Member herein, GEI reserves all rights in and to the marks and all proprietary knowledge, related to the operation of the Schools, including, without limitation, GEI's rights to sell or provide services and products, whether or not part of The Excel Center Network, using the marks or other names, trademarks and service marks, other than at School, within or outside of the Territory. Nothing in this paragraph is intended to or shall be construed as a waiver of any of Member's rights under any existing or future Goodwill policy regarding operating in the territory of another Goodwill.

13. INDEMNIFICATION.

- a. MEMBER INDEMNIFICATION OF GEI. Member agrees to fully indemnify, defend and hold harmless GEI, its affiliates, employees, agents and their respective successors and assigns from and against any and all losses, claims, assessments, demands, damages, liabilities, obligations, costs and expenses, including without limitation losses arising from third party claims (including such claims arising under any federal, state or other statutes, regulations, ordinances, or common law, together with reasonable attorneys' fees and costs), arising from or in connection with (i) breach of this Agreement by Member; and/or (ii) violation of any law or third party right by the Member.
- b. GEI INDEMNIFICATION OF MEMBER. GEI agrees to fully indemnify, defend and hold harmless Member, its affiliates, employees, agents and their respective successors and assigns from and against any and all losses, claims, assessments,

demands, damages, liabilities, obligations, costs and expenses, including without limitation losses arising from third party claims (including such claims arising under any federal, state or other statutes, regulations, ordinances, or common law, together with reasonable attorneys' fees and costs), arising from or in connection with the proper use of "The Excel Center" marks pursuant to this Agreement.

14. **INDEPENDENT CONTRACTOR.** The Parties hereto are independent contractors, and nothing in this Agreement shall be construed as creating an agency, partnership, joint venture or any other form of legal association between the Parties.
15. **SUBCONTRACT.** Member shall be entitled to subcontract any of its rights and obligations under this Agreement to any affiliated entity operating the Schools in its Territory (including but not limited to [NAMES OF ANY EXISTING ENTITIES]) so long as the affiliated entity agrees to be bound by the terms of this Agreement and written notification is provided to GEL.
-
16. **GOVERNING LAW.** This Agreement shall be governed by and construed in accordance with the laws of the State of Indiana, without regard to Indiana conflict of laws principles.
17. **SEVERABILITY.** Should any provision of this Agreement prove to be invalid, void or illegal, it shall in no way affect, impair or invalidate any other provision hereof and such other provision shall remain in full force and effect.
18. **MODIFICATION OR AMENDMENT.** No Amendment, change or modification to this Agreement shall be valid unless it is in writing and signed by both Parties.
19. **MERCER AND INTEGRATION.** This Agreement as amended, together with all exhibits and schedules referenced herein, reflects the final understanding between the Parties and supersedes and replaces all other agreements and understandings between the Parties.

(signature page to follow)

* * *

WITNESS WHEREOF, the Parties have caused this Agreement to be executed as of the day and year first above written.

Goodwin Education Initiatives, Inc.

Goodwill Industries of Michiana, Inc.

By: Kent A. Kramer
Printed: KENT A. KRAMER
Title: PRESIDENT
Date: 10.17

By: [Signature]
Printed: 'JEBtf' 1-1 Cor-;c.
Title: 1/C£-f I Df...-Jv'.l / C: £0
Date: O-!- /+-

Exhibit A
FORM OF RELEASE

In consideration of good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the undersigned on behalf of itself and its Representatives (collectively the "Releasers") hereby irrevocably and fully relieves, releases and forever discharges Goodwill Education Initiatives, Inc., and its Representatives (collectively the "Releasees") from known Claims, as those terms are defined below.

"Representatives" means, as applicable, spouse, officers, directors, partners, stockholders, members, managers, employees, agents, representatives, attorneys, accountants, insurers, adjusters, trustees, affiliates, predecessors, successors, subsidiaries, parent corporations, heirs, executors, beneficiaries, administrators, assigns, and any and all persons or entities claiming any rights whatsoever from or through said panies.

"Claims" means any and all of the following:

- (a) rights, claims (including claims of any predecessor in interest), complaints;
- (b) debts, costs, liabilities, accounts, reckonings, compensation, charges, demands, agreements, contracts, covenants, representations;
- (c) warranties, promises, undertakings, breaches of contract, breaches of duty, controversies, suits, judgments, losses, injuries, obligations, liens, expenses (including but not limited to attorneys' fees and costs); and
- (d) damages, actions and causes of action of every kind and nature whatsoever; individually or collectively, against the Releasees based upon, arising out of, relating to or in connection with, any and all events, relationships, prior dealings, acts or omissions, agreements or any other thing which may have heretofore occurred or failed to have occurred through the date hereof. The Claims include, without limitation, any rights arising out of alleged violations of any contract or covenant, any tort and any legal restriction.

By executing this Release, the undersigned, for itself and its successors, represents and warrants that its representations herein are true and conect and that it has the right and authority to enter into and to accept the terms and covenants of this Release, and that no known third party has or claims an interest in any of the Claims released hereby. The undersigned represents that it has not sold, assigned, transferred, conveyed, encumbered or otherwise disposed of any Claim, or any interest in any Claim. The undersigned acknowledges that this Release shall be a complete defense to any known Claim subject to the terms hereof. This Release shall not be deemed or construed as an admission of any fact, liability or responsibility by the Releasees at any time for any purpose.

This General Release shall be governed by and construed in accordance with the laws of the state of Indiana.

Date: y-- |

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By: IJ, 10. (ال) -71/J /J(-

Name: T2 r-/31E) ri /7 ti'

Title: /1ctff,ifaN1 LCE⁰

Exhibit B
DATA SHARING AGREEMENT

This Data Sharing Agreement ("Agreement") is entered into between Goodwill Education Initiatives, Inc. ("GEi") and the regional Goodwill operator of an Excel Center ("Member"). GEi and Member may hereinafter be referred to as the "Parties."

RECITALS

WHEREAS, the Parties wish to establish a relationship in which data from Member schools can be sent to GEi; where data may be collected or analyzed as an aggregate and as a single Member or across multiple Members. Data must be collected in a manner that will enable GEi to analyze and interpret research products to improve and report school and Excel Center model ("model") performance.

WHEREAS, the Family Educational Rights and Privacy Act {"FERPA"}, set forth in Title 20 U.S. Code Section 1232(g) and its regulation at Title 34 CFR Part 99 (as amended in 2012), generally prohibits the disclosure of personally identifiable information without consent, subject to certain exceptions;

WHEREAS, the purpose of this Agreement is to share information between the Parties so that the Parties may research school and model outcomes of Members in a manner consistent with FERPA;

WHEREAS, GEi will operate as a research entity with permission to collect aggregated student records as agreed upon by Member; and is defined as a "researcher";

WHEREAS, while the Parties expect such information sharing to be that of "Directory information" or "aggregate results" as defined in 34 CFR §99.3 inasmuch as the information being shared, if disclosed to an entity other than the Parties, would not generally be considered harmful or an invasion of privacy;

WHEREAS, Members is an "educational agency or institution" as defined by 34 CFR §99.3;

WHEREAS, 34 CFR §99.31(a)(6)(i) permits educational agencies or institutions to distribute personally identifiable information to authorized representatives of organizations conducting studies for, or on behalf of, educational agencies or institutions;

WHEREAS, 34 CFR §99.31(a)(6)(v) provides that the term "organization" includes, but is not limited to, Federal, State, and local agencies, and independent organizations;

WHEREAS, Member is an "organization," as defined and contemplated by 34 CFR §99.31(a)(6)(v), for the purposes of this Agreement;

WHEREAS, 34 CFR §99.31(a)(6)(iii)(A) requires information to be provided in a format that does not permit personal identification of parents or students by individuals other than employees, officers, or agents of the Parties;

WHEREAS, 34 CFR §99.31(a)(6)(ii)(B) provides that, if any Party allowed access to personally identifiable information does not destroy information pursuant to the terms of this Agreement, when no longer needed for the purposes for which the research or study was conducted, then that Party may be prohibited from access to future personally identifiable information from educational records for at least five (5) years, pursuant to 34 CFR §99.67(c);

WHEREAS, 34 CFR §99.31(a)(6)(ii)(C) requires that Member enter into a written agreement with the Researcher that (1) specifies the purpose, scope, and duration of the research or study; (2) requires the

researcher to use the information provided only for the purposes specified in the written agreement; (3) requires the researcher to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the researcher and Member; and (4) requires the organization to destroy the information provided pursuant to 34 CFR §99.31(a)(6)(ii)(B);

WHEREAS, Member agrees to make information available to GCSI via ftp or email, based on the preference and agreed upon method by Member and GEi.

WHEREAS, GEi seeks to obtain data from Member for each year of student participation and for graduate outcomes, where collected. GEi will collect this information for the purpose of analysis, evaluation, and reporting of aggregate results to the other Member organizations.

WHEREAS, Data provided to GEi as researcher may hereinafter be referred to as the "data." The data requested by GEi and provided by Member is as follows:

the number of students enrolled, student demographic information, the number of graduates, the number of student certifications earned, the number of students placed in postsecondary institutions, the number of graduates placed into jobs and wages. NOW THEREFORE, in consideration of the foregoing premises, the mutual agreements herein contained, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

I. TERM OF AGREEMENT

This Agreement shall take effect upon signature by the authorized representatives of the Parties, and shall remain in effect until July 31, 2021 or upon earlier termination pursuant to agreement of the Parties.

II. RESPONSIBILITIES OF GCSI AS RESEARCHER

1. GEi agrees to use the data provided by Member to prepare aggregate results across all member organizations (Excel Centers); and where agreed upon, prepare analyses, reports, and other information to assist GEi or Member in improving educational and program instruction to the students and graduates it serves.
2. Except for the purposes asserted in this Agreement, GEi agrees not to disclose or re-disclose any information obtained, in a manner that could identify, or reasonably lead to the identification of, an individual student, to any other individual, institution, organization, government, or entity, without the prior written consent of Member. This includes data that may not have been provided in a personally identifiable format, but would still permit public identification of participants due to small cell sizes (i.e., subgroups of 10 or fewer). Such information and data elements may only be used in the aggregate or other manner consistent with generally accepted statistical principles that does not permit identification of students.
3. GEi agrees to establish and maintain secure procedures, networks, and systems to ensure that all identifiable data obtained, processed, and/or transmitted under the terms of this Agreement, is stored in a secure facility that prevents further disclosure of data, including the interception, diversion, duplication, or other unauthorized access. GEi agrees to

establish and maintain secure procedures to ensure that access to the data is only permitted to GEi and its authorized agents.

4. GEi shall promptly, that is, within one (1) business day of learning, report to Member any incidents in detail of any personally identifiable information received from Member whose confidentiality was breached, released, or is believed to have been breached or released.
5. Pursuant to 34 CFR §99.31(6)(iii)(B), GEi agrees to destroy all identifiable data, received pursuant to this Agreement when it is no longer needed for the purpose for which it was obtained.
6. GEi agrees to ensure Member the following: no aggregate results for any individual Excel Center Member will be published publicly without prior notification one (1) day within publication. A complete copy of publication(s), a summary of data used, and the manner in which the data was used during research may be made available to Member upon request.
7. GEi is required to designate a key person(s) responsible for the administration of any projects and for the collection of data transfers. If the key person(s) leaves employment during the term of this Agreement, GEi will provide a written notification to Member of this change, and alternative key person(s) for continuing the originally stated purpose.

Nothing in this section shall be construed to prevent GEi from using the services of others to perform tasks under this Agreement. GEi shall, at all times, remain responsible for the performance of all necessary tasks, whether performed by a key person(s) or others.

III. RESPONSIBILITIES OF MEMBER

1. Member commits to the sharing of data with GEi for the purposes outlined in this document and agrees to do so in the manner in which is outlined.
2. Member commits to provide the following data: the number of students enrolled, student demographic information, the number of graduates, the number of student certifications earned, the number of students placed in postsecondary institutions, the number of graduates placed into jobs and wages.

IV. OWNERSHIP OF DOCUMENTS AND MATERIALS

Member retains ownership of its data throughout the term of this Agreement; and GEi maintains ownership of any aggregate data of multiple members collected or compiled during the term of this agreement in order to best support all Excel Center members. Under no circumstance shall GEi become owners, proprietors, or custodians of any personally identifiable information provided by Member. Member represents that it has full right and title to the participant information residing on Member systems and that it is solely responsible for the data it enters into its systems which may be accessed by GEi under the terms of this Agreement.

V. NOTICE TO PARTIES

Whenever any notice, statement or other communication is required under this Agreement, it shall be sent to the CEO of the Excel Center Goodwill organization or an appointee(s) as designated by Member.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed on the year and date indicated, with the effective date being the date of the most recent signature.

Member Organization: (-iva.;-u /#'.)(frt.: 1e:: oP

Goodwill Education Initiatives, Inc.

By:

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By:

Date:

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Date:

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Emergency Plan Procedure Hammond

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Emergency Plan Procedure Hammond

Mission Statement

It is the policy of The Excel Center to maintain a written and effective emergency preparedness plan and to communicate this plan to all staff and students. The first obligation of all staff is the safety of our students; therefore, these guidelines are meant to provide suggestions for “how to proceed” before and/or during very difficult emergency situations, it is possible that circumstances will dictate additional or unforeseen responsibilities for school staff. Given these circumstances, staff should take whatever action is necessary to meet our first obligation.

The plan will focus on the most likely emergency events that could occur and is not intended to cover every possible situation. These most likely events include Fire, Tornado, Inclement Weather, Electrical Outage, Hazardous Materials, Workplace Violence, and Civil Disturbance. The dedicated and professional behaviors of all staff in The Excel Center are the base of these guidelines. This professionalism is deeply appreciated. Should any of the circumstances described in this manual ever arise, our professionalism will allow us to provide what is best for our students despite very difficult and trying developments.

If any of these disaster events occur, the first priority of the emergency plan will be to ensure the safety and health of staff, students, and any others within The Excel Center. The next priority will be to re-establish any disrupted business operation within 24 hours.

The emergency preparedness plan will be reviewed and updated annually by the director and/or the Safety Committee members.

Purpose

This plan covers a variety of emergency scenarios, from Fires to Tornadoes to winter storms. It is not intended to cover every possible situation but to help identify and plan for hazards that may occur. In the event of any disaster listed, this Emergency Plan describes the responsibilities and action to be taken to protect all employees, students and guests.



Emergency Plan Procedure Hammond

General Procedures

In the event of an emergency, the warning may come from any one of the following sources: commercial radio or television, civil defense radio, in-plant automatic sprinkler system, in-plant alarm, messenger, or police.

The appropriate school administrator will maintain contact with the building(s) affected by the emergency. When notified of an emergency, the administrator or designee will, as a first priority, ensure that security and police/emergency agencies have been notified. Personnel (along with security) will assist in every way possible during all emergencies.

Notification of Emergency Warning

- An employee receiving notification of a possible disaster, or a building emergency should immediately notify the director or lead teacher. The type of disaster or emergency situation will then be conveyed to all employees and students by an authorized member of the staff or safety officer, with the use of the facility emergency alarm system or public address system

First Aid Services

- Certain staff members have been certified in CPR/First Aid and AED to provide first aid in an emergency situation. These individuals will be available to administer first aid in the school or in the event of a complete evacuation, at a safe assembly area outside the school.

Utility Controls

- All maintenance personnel will know the location and operation of main controls for shutting off gas, electricity, and water leading into the building.

Drills

- Emergency drills will be conducted two times per academic year to prepare students and staff.

Media Information

- Information to any source of news media will only be released at the discretion of the President/CEO or the highest-ranking member of management. This information will be conveyed to media sources through the President/CEO, Vice President for Mission Advancement or person designated by the President/CEO or highest-ranking member of management available.

Safety Committee

To aid The Excel Center in their efforts to maintain a safe working environment, a Safety Committee, representative of all individuals employed, has been formed by Goodwill Michiana and Goodwill LEADS. The Committee meets regularly and is responsible for setting safety standards, formulating safety policies, enacting corrective procedures and general safety instruction. Any employee or staff member with a safety concern may contact a member of the Safety Committee for immediate attention to those concerns. The lead coach represents The Excel Center on the GMI Safety Committee based in the HR Office of GMI.



Emergency Plan Procedure Hammond

Medical Emergencies

When a life threatening emergency occurs, school staff should call 911 for assistance. It is important to immediately have someone contact security and the school administrator for support and to keep them included in all communication. To be proactive, key staff members have been trained in basic first aid/CPR, and will assist as needed. The school has been provided with a first aid kit(s) and a cot for when a student is feeling ill, and needs to lie down.

First Aid kit location(s): receptionist desk and DIC Security phone number: 574.294.1181
Cot location: Lead Life Coach's Office

General Health Services

- Excel Center staff members will be trained in the areas of CPR and basic First Aid.
- No employee, volunteer, or any member of The Excel Center is permitted to prescribe or recommend any type of medication, drugs, or any substance of a medical nature to any student of The Excel Center.
- The Excel Center staff are not allowed to dispense over-the-counter medications such as Tylenol, Advil, aspirin, cough drops, or cough syrup.
- The Excel Center staff will cooperate with family members and doctors concerning medications and treatments for students.
- Students should notify the school if they have health-related special needs. A medical release form may be issued to acquire any additional information about the students' general medical condition.

Administration of Medication

- Students are allowed to self-administer medication while at The Excel Center, as long as they are at least 18 years of age.

Illness at School

- If a student needs to leave school because of an illness, he/she must check out with a staff member.

Student Injuries

- If a student is injured during school time, he/she must report the injury to the nearest staff member or the nearest school official and school security. An accident report must be completed by the attending school official and sent to the safety officer within 24 hours.

Emergency Care

- Each student shall have a completed emergency contact form on file with their assigned coach.



Emergency Plan Procedure Hammond

Emergency Alarms

The employee or staff member making the announcement shall say in a clear distinct voice
"BECAUSE OF A FIRE IN THE BUILDING, WE ASK THAT EVERYONE LEAVE THE
BUILDING AT ONCE."

Repeat twice and speak loudly and slowly.



Emergency Plan Procedure Hammond

Fire

In the event of a fire, the staff member spotting the fire shall state calmly, **“Because of a fire in the building, we ask that everyone leave the building at once.”** Staff member spotting the fire shall call the fire department by dialing 911. **Do not re-enter the building until the authorities have issued an all clear and you are instructed by authorities to do so!**

The last person exiting a room shall be responsible to close the door. **Do Not Go Back To Close A Door.** **Caution:** Do not attempt to operate office machines or any other electrical equipment once a fire has been spotted.

The **Emergency Phone Number: 911**

Make sure that all staff and students proceed to the prearranged evacuation site outside the building: Student parking lot

FIRE ALARM RESPONSE POLICY

Response Team Members

Response team members shall respond to all fire alerts. First responding team member will identify the location of the fire, and immediately proceed to the location identified. Each area of the facility shall be checked any time the fire warning sounds.

- Response team members shall locate and inspect area of origination and verify existence, or non-existence of fire.
- Members of the response team shall also inspect all other areas of the school for the existence, or non-existence of fire.
- All individuals shall remain outside in the prearranged evacuation site until emergency responders have given notice that all is clear.

Training

Training Intervals

- Response Team members shall be instructed on the fire system once every six (6) months.

During the initial training, Response Team Members shall review methods to ensure that all individuals are out of the building safely and quickly.

Severe Weather

In the event, we are made aware of a tornado warning by sirens, emergency notification, announcement on the severe weather radio, or by personal observation. An announcement shall be made in the same manner as a fire announcement by a staff member informing the facility of the need to seek shelter.

The employee or staff member making the announcement shall say in a clear distinct voice ***"BECAUSE OF SEVERE WEATHER, WE ASK THAT EVERYONE PROCEED TO THE NEAREST DESIGNATED SAFE AREA AT ONCE."***



Emergency Plan Procedure Hammond

Repeat twice and speak loudly and slowly.

All persons will proceed to a designated safe area. Staff will lock exterior doors. Anyone in the building must go to the nearest designated safe area and remain there until the all clear is given. Keep students together and follow instructions in the event of evacuation from school or emergency evacuation point.

If NO structural damage has occurred, but a tornado has caused extensive damage in our city:

- Once in designated space, staff will account for their students. Same for Drop-In Center.
- It may be necessary to remain at school for some time
- Let students know that when information is available, it will be shared
- Establish a system for bathroom breaks
- Listen for instructions and a possible order to evacuate the building

Inclement Weather

In the event of severe weather, when it is severe enough throughout the area that residents are being encouraged to remain off the roads by local authorities, a decision will be made by the Executive Director or his/her designee on whether our facility will be officially shut down.

The Excel Center will remain open regardless of weather conditions unless the conditions threaten to make travel to or from school impossible or dangerous. If the local community school district decides to close, the Excel Center will close; if they have a two hour delay, the Excel Center will open at noon. If the facility is going to close, all major local TV stations will be notified of the closing; notice will be posted on Excel Facebook; School Messenger notices (phone and email) will be sent to all students and staff.

If weather conditions make it necessary to close earlier than the regularly scheduled time, the director or his/her designee will make that decision and will notify staff and students.

Planning Considerations:

Winter Storm Watch - Severe winter weather is possible.

Winter Storm Warning - Severe winter weather is expected.

Blizzard Warning - Severe winter weather with sustained winds of at least 35 mph is expected.

Traveler's Advisory - Severe winter conditions may make driving difficult or dangerous.

Hazardous Materials

Hazardous material incidents and accidents are among the more serious emergency management problems for industry today. As a result, laws and regulations are continually being enacted that may in some ways change the concept of and response to hazardous material emergency situations. Be aware of the potential for spills nearby. For example: transportation routes that could be a site of a possible spill, such as a highway, freeway, railway, etc., nearby business, nearby storage, etc.

- ON SITE hazardous material incident/accident occur, immediately contact the director and/or safety officer. Stay away from the spill. Members of the Safety Committee will determine which agencies need



Emergency Plan Procedure Hammond

to be contacted, if building needs to be evacuated, and what first aid procedures should be followed if needed.

- Evacuate building according to plan
 - Gather in designated areas.
 - Ensure people do not leave designated area until you receive the "all clear" and it is safe to return.
- OFF SITE incident/accident occur, listen to the radio/TV for further information.
 - Evacuate, if asked to do so.
 - If time, close windows, shut vents, turn off ventilation system.
 - Strictly follow all instructions by emergency authorities.
 - Stay away from windows.
- After a hazardous incident/accident (on site):
 - Building should only be re-entered when professionals trained in hazardous material emergencies declares it is safe to do so.
 - If building cannot be re-entered, implement business continuation plans at alternate site.
 - Upon return, open windows, vents, turn on ventilation system.
 - Report lingering vapors or other hazards to authorities.

All of these concerns exist for The Excel Center, which uses hazardous materials in some of its operations, and is surrounded by railways, roads, major thoroughways, and highways, may have hazardous material traffic.

Material Safety Data Sheets related to hazardous chemicals in the building are kept in the custodian's office.



Emergency Plan Procedure Hammond

Workplace Violence

During a workplace violence situation:

- Listen for announcement: “**Caroline**”.
- Immediately instruct your students to sit against the wall shared by the door.
- Lock your door. Pay attention to student activity. **NO ONE SHOULD LEAVE THE ROOM FOR ANY REASON!**
- Take attendance
- Follow the directions of The Excel Center director and security team, particularly when moving students from one room to another.
- Resume normal activity when the “all clear” has been signaled from the school director.

After a workplace violence situation has been brought under control and it is safe to resume normal operations:

- Complete an incident report form, if the incident resulted in injury.
- Evaluate situation to see if anything can be done to prevent similar future situations.
- Implement any appropriate changes.
- Provide support to employees involved, including post-incident counseling. This can be provided through professionals trained to handle critical incident debriefing.
- Clean up (if necessary)

During some lock downs, an evacuation may be necessary:

- A code word or building signal is given to begin LOCKDOWN. (Building signal is: “**Caroline**”)
- An administrator and/or law enforcement official (a security officer or the liaison Hammond Police Officer) will come to your class to initiate the evacuation.
 - *(Note: The administrator and/or law enforcement official will provide specific instructions to conduct the evacuation. Follow all of these instructions carefully. Assist the official with communications with your class so students understand the instructions that are given.)*
- Take your attendance book or slips. When you arrive at the post-evacuation assembly point, keep your class together. Post evacuation assembly points: Student parking lot.
- Further instructions will be given as soon as possible. Wait and reassure students. REMEMBER that police officials may be dealing with a very volatile situation and may have to ask questions or, in some cases, double-check to ensure that no perpetrator is within your group masquerading as a student/teacher in order to make an escape.
- If evacuation occurs, students will walk to the Evacuation Assembly Site with their class unless otherwise instructed.
- **DO NOT DISMISS ANY STUDENTS UNTIL THE OFFICIAL WORD IS GIVEN TO DO SO.**

The Excel Center

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Civil Disturbance

Civil disturbances and disorders present numerous situations that require understanding and coordination. The management of these situations is complex and involves consideration of many functions beyond crowd control. Some of these are:

- If inside a building, stay inside and implement the following action and move to a safe room.
- If outside a building, implement the following action: get down and/or run to cover.
- Administrator that is in charge should call 911, then call director and security after 911 call.
- Take count of students and report findings to administrator that is in charge as soon as it is safe.
- During major emergency or major incident, students will be dismissed to leave once the official word is given that it is ok to do so.

Guns/Weapons

General Guidelines for ANY Gun Crisis

- Inform the Director or nearest administrator ANY TIME you hear that a gun or weapon may be present in the school.
- DO NOT send a student to report the presence of a gun/weapon. Enlist the help of a staff member.
- Remain in the building and go to LOCKDOWN PROCEDURE
- Take all talk of guns or impending use of guns in school or school events seriously. Tell the director, lead teacher or lead coach!

Gun SUSPECTED in Classroom

- Do not leave the room.
- Ask a neighboring teacher to come to your door, or send text/email to administrator.
- CONFIDENTIALLY tell the colleague that you suspect a student has a gun/weapon in class. Give the name/seat location of the student who is suspected.
- Tell the colleague to inform the office immediately.
- Continue class and the lesson. Administration and police will arrive promptly.

Gun PULLED or DISPLAYED

- If a student/intruder pulls a gun in class. DO NOT try to disarm the individual.
- Remain calm. Tell the rest of the class to remain seated and to stay calm.
- STAY AWAY from the student with the gun. Talk to the student in a controlled manner.
- Ask the student to put the gun down and move from it.
- Do what you can to get the attention of another colleague and the office so help can be summoned.

Student with a GUN in the HALL

- If you see a student with a gun in the hall, do not approach the student, but try to keep student in sight.
- Contact an administrator, a school security officer, or a colleague to make this contact for you.
- WAIT for assistance.

SCHOOL ACTIONS

Conduct an immediate LOCKDOWN

- a. Contact security (#) who will then alert local police or school liaison officer.
- b. Respond to the class/location as directed by law enforcement officials.



Emergency Plan Procedure Hammond

Hostage Situation

A hostage situation may involve one person holding a student, teacher, or class hostage, or more than one person holding the whole school hostage. It is assumed that the person(s) is armed dangerous.

If you observe a hostage crisis under way

- DO NOT intervene.
- Quietly remove yourself from the setting.
- Alert school administrators immediately
- If you do not have a class or other obligation with students, remain out of sight but stay in proximity of the hostage area so you can prevent others from wandering into the situation.
- When the LOCKDOWN signal is given, remove yourself from the area and participate in the LOCKDOWN.

If a hostage situation occurs in your classroom or supervision area

- Remain Calm. Avoid quick movements.
- **Follow the instructions of the hostage taker.**
- Tell your students to follow these instructions.
- **DO NOT** try to disarm the hostage taker.
- **DO NOT** bargain or negotiate with the hostage taker.
- If you need to speak to the hostage taker, ask permission to do so.
- Face the hostage taker when speaking. Do not crowd his/her space. Be respectful. NEVER criticize the hostage taker. **DO NOT** argue.
- Make mental list of:
 - The students absent from class that day
 - A chronology of what happens during the crisis situation.
- Police negotiators will make contact! **Trust them completely** and follow their instructions to the letter!
- **STAY ALERT.** Attempt to evacuate students/escape **ONLY** if the hostage taker falls asleep.

SCHOOL ACTIONS

- Conduct an immediate LOCKDOWN
- Contact director, CEO and/or Safety Committee Chair who will contact law enforcement authorities
- Have available for law enforcement:
 - Evacuation plan
 - Building plans or blueprints
 - Building keys
 - Access to school communication devices



Emergency Plan Procedure Hammond

Suspicious Vehicle Procedure

If a suspicious vehicle is observed on school property OR on streets adjacent to the school:

- Alert the school office or security guard immediately; be as specific as possible concerning the LOCATION and DESCRIPTION of the vehicle; a suspicious vehicle is one that has been parked in one location for a lengthy period of time without being moved, one that appears to be abandoned, or one that has been occupied for a period time without any apparent school-related purpose.
- If the vehicle is parked or standing still, DO NOT APPROACH THE VEHICLE.
- If the car is on the move, get a description of the driver and the license plate number.
- Write down what you observed and share this information with the school office and security guard.

Bomb Threat Procedure

- If you receive a bomb threat, STAY CALM -- DON'T PANIC.
- Listen very carefully to what is said and how it is said.
- Get as much information as possible from the caller.
- When the call ends, immediately notify the director, lead teacher or security guard.
- Be discrete. Do not create panic. Keep the matter confidential.
- Fill out the check list (below) in as much detail as possible and give it to the above group as soon as possible after the call ends.

****Refer to Bomb Threat Procedure for evacuation**

The Excel Center®

Emergency Plan Procedure Hammond

BOMB THREAT

STAY CALM --- KEEP MATTER CONFIDENTIAL--- DON'T CREATE PANIC.

Exact Words of Caller: _____

Questions To Ask:

1. When is bomb going to explode? _____
2. What kind of bomb it is? _____
3. Where is the bomb right now? _____
4. What does it look like? _____
5. Did you place the bomb? Why? _____
6. Where are you calling from? _____
7. What is your name? _____

Date _____ Time _____ Sex _____ Age _____ Race _____

Complete after call is over.

Caller's Voice: (check all that apply)

calm _____	crying _____	deep _____
angry _____	normal _____	ragged _____
excited _____	distinct _____	clearing throat _____
slow _____	slurred _____	deep breathing _____
rapid _____	nasal _____	cracking voice _____
soft _____	stutter _____	disguised _____
loud _____	lisp _____	accent _____
laughter _____	raspy _____	familiar _____

If familiar, who did it sound like? _____

Background Sounds:

street noises _____	motor _____	long distance _____
restaurant _____	animal _____	TX booth _____
voices _____	clear _____	office machinery _____
PA system _____	static _____	factory machinery _____
house noises _____	local _____	other (explain) _____

Threat Language:

Well-spoken (educated) _____	message read _____
foul _____	incoherent _____
irrational _____	taped _____

The Excel Center

Emergency Plan Procedure Hammond

Goodwill Industries of Michiana, Inc.
INCIDENT REPORT form

Use this form to report any incident that is not consistent with the routine operation of the facility. Incidents must be reported to Human Resources within 24 hours for property damage, robbery/theft, medication errors, use of seclusion or restraint, incidents involving injury, communicable diseases, infection control, violence or aggression, sentinel events, use and unauthorized possession of weapons, elopement and/or wandering, vehicular accidents, biohazardous accidents, unauthorized use and possession of legal or illegal substances, abuse and neglect, suicide or attempted suicide, sexual assault, near misses in which serious consequences were avoided, missing persons or any other incident that may occur. Fax form to (574) 472-7393 upon completion within 24 hours of the incident. Any CRITICAL incident must be reported to the local police department immediately.

What type of event is being report? _____

Name of person(s) involved in the incident: _____
First; Last Name

Phone # _____ Address _____

Status of person involved: Employee Customer Client Community Service Volunteer Other _____

Department Supervisor Name and Phone Number: _____

Date of Incident: _____ **Time of Incident:** _____

Who was notified of the incident, how and when? _____

Was this incident: Critical ☐ Non-critical ☐
(*if it was critical was it reported to the local police dept?)

Incident Description:

Where did the Incident occur? _____
Address/location (be specific)

What activities led to the incident? _____

Objects involved: _____

Conditions affecting incident: (clothing, weather, suspected substance abuse, etc.) _____

Describe exactly what happened (in as much detail as possible) _____

What were the consequences of the incident(restraint, property damage, injury, emergency personnel contacted, etc.)? _____

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**If the incident resulted in injury, you also need to submit the appropriate injury reporting forms.*

Description of injuries:___

Date & location of medical treatment:___

Were photos taken and submitted to Human Resources? Yes No

*(*make sure photos show environment and physical conditions/hazards mostly)*

Was evidence retained and submitted to Human Resources? Yes No

Names of witnesses, address and phone numbers: *Each witness must complete an incident report*

Witness #1___

Witness #2___

Were applicable safety procedures or equipment in place and used correctly?

Yes No (explain)___.

What measures were taken to prevent recurrence:

Suggestions for preventing similar incidents:

Complete this section only if incident involved a vehicular accident

Number of vehicles involved in incident___

Name of other Driver(s)_Address_

Phone Number___Driver's License #___

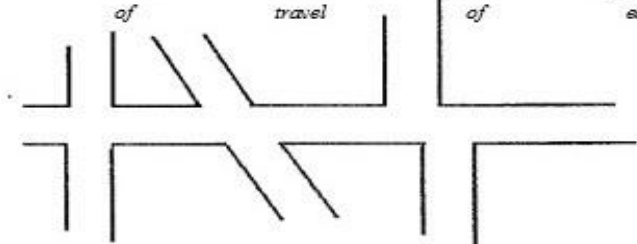
Year/Make/Model of vehicle_License Plate #

Insurance Company, phone # and policy #___

Reported to police?_Which?_Officer's Name_

Describe damage to vehicle or other property___

Diagram accident scene in space
below: Show direction of travel of each
vehicle, street names, landmarks, etc.



Signature of preparer Title Date Phone #

Revised 08/12



**Emergency Plan Procedure
Hammond**